The Negotiation of Thai EFL Teachers' identities and their Classroom Practices: A Case Study of a Thai public university

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Abstract

This research aimed to investigate the complex interrelationship between Thai EFL teachers' identities and their pedagogical practices. Drawing on Wenger's (1998) theory of learning as a dual process of identity formation and negotiation of meanings, this study examines the lived experiences of Thai EFL teachers and explores the way in which these teachers' identities shape, and are shaped by their classroom practices. This study was conducted at an elite university in Thailand, and six Thai EFL teachers with different educational backgrounds and teaching experiences participated in the study. Data were collected using semi-structured interviews, classroom observations, stimulated recall, teachers' reflection notes/talks, field notes, research diaries and document review.

Using a combination of Wenger's (1998) concept of communities of practice and Tajfel's (1981) notion of social identity, the data analysis uncovers several key factors affecting the Thai EFL teachers' identity formation. The findings firstly suggest that the participants' language learning trajectories and their English proficiency contribute significantly to their personal identity formation within the TESOL profession. Secondly, the reputation of the language institute, the status of university lecturers, and the fact that teachers are highly respected in Thai society play a pivotal role in the way in which these teachers construct their social identity. Finally, their qualifications, ELT knowledge and expertise, research experience, definition of teaching success, professional recognition, and involvement in the ELT professional organisations greatly influence their professional identity formation. These key findings are interrelated and context-specific, and reflect a complex nature of identity formation.

It was also found that the Thai EFL teachers' beliefs and decision-making, their roles and positioning, their ELT knowledge and expertise, and their instructional strategies play a key part in informing their pedagogical practices. It became evident that the participants in this study enacted their identities as they engaged in practice. Since teaching is not an isolated activity, and practice does not exist in vacuum, there are many other factors influencing the participants' identities formation and their classroom practices. These include the Thai National Higher Education policies, KCLI curriculum and course syllabus, the assessment practice, students' English proficiency and their learning styles, and the changing nature of the ELT field. The insights gained from this study pose implications for professional development for in-service teachers and provide recommendations for SLTE for pre-service teachers.

Dedications

To my belated parents Mrs Wanna and Mr Boonjong Thongsongsee.

Although you have left this earth long time ago, your love that still lies within me and all those sweet memories of the time which we had shared have helped me come this far in life.

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Author's Declaration

I declare that the work in this dissertation was carried out in accordance with the Regulations of the University of Bristol. The work is original, except where indicated by special reference in the text, and no part of the dissertation has been submitted for any other academic award. Any views expressed in the dissertation are those of the author.

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List of Abbreviations

BEOC	Business English for Oral Communication (a compulsory subject)
CLT	Communicative Language Teaching
CoP	Communities of Practice
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
GT	Grammar Translation
HE	Higher education
ICT	Information and Communication Technologies
KCLI	A pseudonym of the language institute under study
KCU	A pseudonym of the Thai public university where the language institute is attached to
L1	First language
LTE	Language Teacher Education
NEA	National Education Act
NNS	Non-Native Speaker of English

NS	Native Speaker of English
ONEC	Office of National Education Commission
SCT	Sociocultural Theory
SLTE	Second Language Teacher Education
TESOL	Teaching of English to Speakers of Other Languages

Chapter 1
Introduction

1.1 Introduction

The purpose of this study is to investigate the complex interrelationship between teachers' identities and their classroom practice. Drawing on Wenger's (1998) social theory of identity formation as a dual process of identification and negotiation of meanings, this study aims to examine the lived experiences of Thai university teachers who work in an English as a Foreign Language (EFL) context in their teaching profession and explore the way in which these teachers' identities shape, and are shaped by their classroom practices. To begin with, this introductory chapter provides the research problem which relates to my interest in conducting the study in section 1.2 and 1.3 respectively. Next, section 1.4 will briefly describe the contextual background of the study which entails context under investigation, some aspects of Thai cultures, values and norms as well as the characteristics of Thai teachers. Then section 1.5 will set out the study's overall objectives, scope, design, and approaches to the inquiry. The significance of the study will be addressed in section 1.6. Finally, the chapter ends with the organisation of the dissertation, and a summary, in section 1.7.

1.2 Research Problem

Many studies revealed that teachers play a significant role in the constitution of classroom practice; thus, they become the focus of research attention in language education (Varghese, Morgan, Johnston and Johnson, 2005). They further argue that in order to understand language teaching and learning, we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are; the professional, cultural, political, and individual identities which they claim or which are assigned to them (*ibid.*). In line with this, Johnson (1992) and Woods (1996) affirm that teachers' attributes such as beliefs, knowledge, attitudes could not be seen atomistically, but it was the teacher's whole identity that was at play in the classroom. Thus, this line of thinking sees teacher identity as a crucial component in determining how language teaching is played out (Varghese et al., 2005). This is because whatever teachers choose to do in classroom and how they position themselves within their profession reflects their whole identity.

Following the growth of interest in 'identity' aspect in general education and English Language Teaching (ELT) field, the new understanding of identity revolves around certain central ideas which can be summarised as follows:

- identity as multiple, shifting and in conflict;
- identity as crucially related to social, cultural and political context; and
- identity being constructed, maintained, and negotiated primarily through discourse (Varghese, et al., 2005).

From the explanation of identity above, it becomes apparent that identity is not just a fixed attribute of a person, but it is constantly changing depending on the context and discourse one has engaged in. Riley (2007) asserts that an individual's identity is constituted through a variety of different factors, including the social, linguistic, cultural and ethnic contexts. Owing to the highly complex nature of identity, understanding teacher's identity formation and its interrelationship with their classroom practices can be problematic. Nevertheless, Wenger's (1998) social theory of identity formation provided a powerful framework for making sense of the processes involved. Wenger (1998) asserts that the formation of a community of practice is also the negotiation of identities. Drawing a parallel between practice and identity has yielded a perspective on identity that inherits the texture of practice. Our identities are rich and complex because they are produced within the rich and complex set of relations of practice (Wenger, 1998). In order to understand the teachers' identity formation, it is also essential to explore the relationship between teachers' learning and their identity formation. This is because learning shapes who we are and who we have become. Thus, learning is central to the process of identity formation. Further explanation on teacher identity in ELT, and identity and teacher learning will be discussed in detail in 2.2 and 2.3.

According to Varghese, et al. (2005), many factors need to be understood within the classroom because classrooms are very complex places in which simplistic cause-effects models of teaching methodology are insufficient to explain what is happening. This suggests that if we want to understand the complexity of teaching, we need to explore other key components especially teachers and students since they are the main actors who set the dynamics of the classrooms, which in turn determines the teaching

and learning outcomes. Research studies which explored the socio-cultural and socio-political dimensions of teaching e.g., Kubota, 2001; Norton, 1997; and Pennycook, 1994, 2001 revealed that many aspects of identity were of the utmost importance in the language classroom. According to Duff and Uchida (1997), teachers and students represent a wide array of social and cultural roles and identities. Kramsch (1993a) further explains that these socio-cultural identities and ideologies are not static, deterministic constructs that EFL teachers and students bring to the classroom and then take away unchanged at the end of a lesson or course. On the contrary, identities are co-constructed, negotiated and transformed on an ongoing basis (Duff and Uchida, 1997). Hence, teacher is not a neutral player in the classroom, yet her positionality in relation to her students, and to the broader context in which the teacher was situated was vital in that it guides her enactment of the teaching roles. To sum up, we need to understand the teacher's whole identity to gain better insights into the language teaching and learning processes taking place in any institutional setting.

The central foci of this study are describing the ways teachers deal with their multiple identities, the interplay between reification and negotiation of meanings in their identities formation processes, and the institutional construction and their personal reconstructions of identity. I am particularly interested in finding out how the Thai EFL teachers construct their professional identities during the time when the university has recently gone through a number of radical changes to comply with the government educational initiatives which promote learner autonomy and collaborative learning in Higher Education (HE), and how their identities influence their classroom practice. Akaranithi (2007) asserts that teachers at the tertiary level in a Thai context need to be aware of changing learning styles due to the changing world. The development of individual learners has been of greater concern in the current period of education reform covered by the National Education Act of B.E. 2542 (1999). As a consequence, the aim of Thai tertiary study is currently encouraging learners to become independent learners. At the same time, the Eighth Higher Education Development Plan 1997-2001 covers many aspects including teaching and learning processes. The plan states that teaching and learning processes in HE need to encourage learners to be more flexible and independent by using innovative technology such as ICT as teaching and learning media (Tiranasar, 1999). Further details from National HE policies will be provided in section 6.2.

In addition to the imposed HE policy, Thai EFL teachers face many challenges due to the changing nature of the ELT field, the rapid growth of World Englishes, English as a lingua franca and the move towards English as an international language (EIL). They also need to deal with the on-going tensions between native speaker of English (NS) and non-native speakers of English (NNS) teachers' status in the Teaching English to Speakers of Other languages (TESOL) field as mentioned in Braine (1999), Duff and Uchida (1997), Pavlenko (2003). I am also interested in investigating the ways in which the teachers' identities as NNS and as members of the TESOL profession translate into their classroom practices. Thus, I believe it is worthwhile to investigate how other contributing factors outside the teachers themselves, influence the way in which these Thai EFL university teachers construct their personal, social and professional identities, and how their identities influence their pedagogical practices. I will discuss my personal interests in conducting this study next.

1.3 Personal interests

This study was originally motivated by my desire to understand my identities as an EFL teacher at an elite university in Thailand, how I constructed my identities throughout my teaching profession, and how those identities influenced my earlier teaching practice. As I had come from a health science background with a B.Sc. in Nursing, I have always been cautious about my limited language capital compared with my English major colleagues. Although I had spent a year studying in New Zealand on an exchange programme and had done my M.A. in Applied Linguistics in an international programme at a well-known Thai public university, I was not highly confident with my English proficiency. Since I obtained excellent grades in my M.A. study, I knew that my ELT knowledge was strong and sufficient. Hence, the aspect of ELT knowledge and expertise has never been an issue of concern for me to fulfil my role as an English teacher. Looking back, I started to question whether my own perception of possessing lesser English capital might have influenced the way in which I approached teaching and how I actually conducted my classes. When I first took the teaching position at this prestigious language institute (hereafter KCLI) which is attached to KCU, an elite public university in Thailand, I felt pressured to meet the expectations from both my colleagues and students. This is because there is an assumption that KCLI teachers should have perfect English, or in other words, KCLI teachers should possess an exceptionally excellent command of English. In

addition, the dichotomy between NS and NNS teachers status in the TESOL field creates a lot of tensions and challenges which I had to overcome to show that I was a 'good' English teacher for my students, and I was also a legitimate member of the KCLI academic staff.

Consequently, I became interested in finding out how the Thai EFL teachers see themselves both as individuals and as professionals in relation to their work practices. I also wonder how the invisible sides of teachers' identities, which include the negotiations, contradictions, tensions and compromises, affect the Thai EFL teachers' enactment of different roles as expected by the institutions in which they are attached. I am particularly interested in finding out how these negotiations subtly transform teachers' pedagogy, and this will help me gain better understanding of my roles as an EFL teacher at this elite university. I believe this greater insight will boost my confidence professionally, and I also hope that I will become a more reflective teacher who has a clear rationale underpinning my pedagogy with the aim of enhancing students' success in their language learning.

This study was conducted in a Thai public university. Thus, it is essential to provide some contextual background of the study in order to facilitate better understanding of the research setting and other related issues which affect the way in which the Thai EFL teachers construct their identities and enact their teaching roles. This will be discussed next.

1.4 Contextual background of the study

Referring to Varghese, et al., (2005) explanation on identity stating that identity is being constructed, maintained, and negotiated primarily through discourse, I believe it is vital to provide some contextual background of the study to promote a better understanding of the processes of the Thai EFL teachers' identities formation. Hence, in this part of the chapter, I will describe 1) the context under investigation, 2) Thai Higher Education system 3) some aspects of Thai culture, values and norms and 4) characteristic of Thai teachers. These unique attributes play a pivotal role in the way in which these teachers construct their identities as the Thai EFL university teachers within the TESOL profession, and they also subtly influence their classroom practices.

1.4.1 Context under investigation

This study was carried out at an elite public Thai university which will be referred as KCU*(KCU is a pseudonym and replaces the real university's name in any quoted documents.). KCU is located in Bangkok, the capital city of Thailand. It is considered as a national intellectual centre which produces the finest quality graduates with a high level of knowledge and skills in the arts and sciences that they can use to contribute to the Thai society. Being one of the most prestigious universities in Thailand, KCU attracts outstanding secondary school students from all over the country who aim to obtain high scores on the national entrance examination so that they will be accepted to study at this university. KCU is composed of a total of 41 faculties, departments, colleges, academic research, and service institute, and academic offices. As of 2010, the number of undergraduate students was 22,455. There were 10,746 students studying for a master's degree, and 2,394 students studying for their doctorate. This means the university had a total of 35,595 students.

The Thai EFL teachers who are the participants of this study are English instructors at KCLI, a language institute attached to KCU. KCLI was founded in 1977 to serve the needs of the university students for English language instruction and it has equal status with other faculties at KCU. KCLI's mission is to develop the English language skills of the university students and provide English instruction for others, including public officials, teachers and members of the public, who have an interest in improving their English skills. Almost all KCU freshmen enrol in the foundation course—Experiential English when they begin their studies. In subsequent years, they will take either English for Academic Purposes (EAP) or English for Specific Purposes (ESP) courses that are more precisely designed to support them in their major area of study. Postgraduates may return to KCLI to complete an M.A. or Ph.D. in English as an international language. In addition to teaching, KCLI carries out research in the ELT field and organizes national seminars annually and an international conference every four years. KCLI has a large permanent Thai staff of nearly a hundred and fifteen contracted English native speaker staff (see section 3.2.1 for further explanation on research setting). This brief description of the context under investigation has provided the readers some glimpse of the discourse of the study. Yet, I believe it is also essential to provide an overview of the Thai higher education system and this will be discussed next.

1.4.2 Thai Higher Education system

Since this study was conducted in a Thai university, I believe it is helpful to briefly describe the Thai Higher Education system to provide a greater understanding of the study context. In Thailand, higher education institutions are highly expected to take leadership in moulding the country's future leaders, develop high-level technology for the acceleration of economic growth, deliver academic service to society, preserve and maintain the nation's art and culture. Moreover, they are expected to take leadership in showing the right direction for the country development, give warning of crisis and solve problems for society (Sangnapaboworn, 2003). The history of higher education in Thailand can be traced back to the modernization period almost one hundred years ago when the nation needed to adapt herself dramatically to cope with the changes brought along by western superpowers and to maintain its sovereignty. The primary purposes of higher education then were to cultivate intellectuality in young and capable people with modern knowledge so that they would serve in government services for the modernization of the nation (*ibid.*).

Like many other countries that began to reform their higher education to cope with the dramatic and rapid changes brought along by the twenty-first century, higher education in Thailand has also come to a critical situation that a comprehensive reform is needed for not only its own survival but also its readiness to assume more significant roles and responsibilities that lie ahead (Komolmas, 2007). Thailand has formulated a comprehensive education reform policy to redesign the country's education system in order to enable its citizens to display their creativity to the maximum possible extent and fully realize their potential (Akaranithi & Panlay, 2007). The key education reform took place in 1999 when The National Education Act (NEA) was promulgated, and this Act states that learning reform is the heart of all matters concerned in education reform (Chuaychoowong, 2010). It is stated that education should be based on the principle that all learners are capable of learning and self-development, and the teaching and learning process shall aim at enabling learners to develop themselves at their own pace and to the best of their potential. Such principle of learning reform is applied to not only basic education, which is defined by primary and secondary education, but also higher education. NEA placed great emphasis on the revitalization of Thai wisdom in the education system, and this wisdom means the body of knowledge, ability, outstanding value and skills of the Thais inherited from

experiences that are respectively preserved and transmitted through generations (Sangnapaboworn, 2003). Further details on Thai Higher Education situation and problems are described in Appendix 1.

When this study was conducted, Thailand is in the second decade of education reform (2009-2018), and the Thai government is committed to providing high-quality lifelong learning to all Thai people, with the following 3 overriding objectives: 1) attainment of desirable quality and standard of education and learning of the Thai people; 2) increased opportunities for high-quality education and learning for universal access; and 3) strengthening participation of all segments of society in educational provision, administration and management. This education reform framework is based on the following 4 pillars: quality development for the new generation of Thai people; quality development for the new generation of teachers; quality development for revitalising educational institutions and learning resources; and quality development for revitalising administration and management (Chandransu, 2009). Further discussions on the Thai HE policies changes that are related to the Thai EFL teachers' identities formation and their classroom practices will be elaborated in 6.2. I will address some aspects of Thai cultures, values and norms in the next section.

1.4.3 Aspects of Thai cultures, values and norms

This study aims to understand the complex interrelationship between the Thai EFL teachers' identities and their classroom practice; thus, it is essential to address some aspects of Thai culture, values and norms which are pertinent to the way in which the Thai EFL teachers construct their identities and enact their teaching roles. Like all cultures, the Thais have a particular sense of what is appropriate and desirable. Thai people are generally friendly and hospitable, and their most important cultural values include harmony, beauty and fun (Wallace, 2003). According to Soontawan (1985), Thais respect hierarchical relationships, and social relationships are defined as one person being superior to the other. That is, parents are superior to their children, teachers to students, and bosses to their subordinates. This suggests that social hierarchies are fairly rigid and based on age and gender, with elders and males almost always having authority over those younger and/or females (Wallace, 2003). Language, posture, and the expectation that the older one will care for the younger

one in exchange for his/her respect inform most social interactions (Wallace, 1996). He further asserts that most Thais value the following formula; if one knows ones places in familial and social hierarchies and behaves appropriately, one will also be promoting social harmony. This entails going along with the status quo, not making waves and not sharing negative feelings. Disagreeing is a chancy thing to do because if not carried out diplomatically, one would be perceived as disrupting others. This is to be avoided (Wallace, 1996). In Thai culture, avoiding confrontation is part of a larger set of values, all relating to a smooth social flow. It is important to be agreeable and to go with the flow, to take a cavalier, or at least a neutral attitude towards life (Wallace, 2003).

Face values and social status are also considered significant in a Thai society. Status can be determined by general appearance, age, job, education, family name and social connections (Soontawan, 1985). In a Thai society, who one knows is very important because Thais organize themselves around important people in a sort of entourage and circle (Hanks, 1975). This means that the long used-patronage approach is the acceptable way of business, politics and education (Wallace, 2003). To serve the purpose of this study, I chose to address some aspects of Thai cultures, values and norms which are closely linked with the way in which the Thai EFL teachers, the participants in this study constructed their personal, social and professional identities. Further explanation on the relevancy of the uniqueness of Thai cultures, values and norms in the processes of Thai teachers' identity construction will be provided in 4.3.2, and other points of relevancy in regards to their classroom practices will be discussed in chapter 5.

I wish to point out that Thailand is not considered to be a Confucian Heritage Culture, but to a certain extent Buddhism principles permeate into the Thai ways of life. One prominent example is how Thais highly respect teachers as it is part of Buddhism teachings highlighting that we need to pay respect and express gratitude to our teachers (Payutto, 1994). There is a special ceremony called "*Wai Kru*" which takes place annually in the first semester of the academic year in every school, colleagues and universities in Thailand. It is an important event to be held in order to show respect and gratitude to teachers, and the term "*wai kru*" literally means pay respect to teacher in Thai (Soontawan, 1985). This suggests that teaching is considered a

notable profession despite its unattractive salary (Wallace, 2003). I will move on to explain Thai teachers' characteristic next.

1.4.4 Characteristics of Thai teachers

In order to understand the characteristics of Thai teachers, it is necessary to briefly describe Thai education. Since the earliest times, Thai education has been a religious enterprise focused on maintaining Thai culture and Buddhism, the national religion. The Buddhist approach to education is conservative, and its highest-order goal is to conserve and pass on ideas, practices and activities. At the beginning of the twentieth century, the birth of government schools modelled after the British system added secular subjects to the Buddhism curriculum. Still today, science, technology, the social sciences and other subjects are intermingled with the continued religious/moral focus that permeates the government curriculum used in all Thai public schools. In addition to being moral parents, Thai teachers also have a long history of being providers of information (Wallace, 2003).

Most Thais highly respect and revere our present King Rama the Ninth. Hence, it is not uncommon that Thais follow and adopt the King's ideas, suggestions and plans aiming to develop the country and the quality of life of the Thai people. The following excerpt taken from the King of Thailand's speech portrays the ideal roles of Thai teachers:

> Teachers do the right thing. They are diligent, persistent, hospitable, idealistic strong and patient. They are disciplined and avoid illicit activities like smoking and drinking. They are also honest, sincere and kind to others. They take the middle way. They are unbiased. They are wise, reasonable and knowledgeable.
>
> (His Majesty King Bhumibol Adulyadej of Thailand, 1980, p. 23)

As the King tells us, teachers are pillars of morality. Like their teachers and parents before them, today's Thai teachers should care for children in the most moral ways with whatever is needed: lessons, tutoring and basic needs so that children grow up to be good people. This ideal teacher as responsible moral parent is an integral part of the Thai cultural legacy (Wallace, 2003). He further explains that all of the views of good Thai teachers include characteristics such as politeness, soft-spoken, fair and encouraging. The message for Thai teachers is that if one is emotionally attuned to students, and if one is a good person and a role model, students will grow up to be good Thai people and citizens. This is what is most important (Wallace, 2003).

In the past decades, there have been a number of educational reforms in Thailand. The Thai government targets teachers as the key to both the problems and the solutions (Wallace, 2003). The Office of the National Education Commission (ONEC) states that teachers are the ones who must change their roles and teaching methods to make Thailand a knowledge-based society with students who can think and enjoy learning enough to become life-long learners. The clearest expression of the government's reform vision for teachers lies in the Model Teacher and National Teacher programmes. The key message is how the personal characteristics of the teacher are spelled out as follows: 1) a good model in personality and family; 2) exhibit moral and right action (*mee kunatam, chariyatam*); 3) has good relationships with others; 4) follows customs, is law-abiding, maintains customs, conserve art, nature and national culture; 5) professional in teaching; 6) has his or her soul in teaching (*chitwinyarn*) and 7) accepts bosses, colleagues, students and community (ONEC, 2001c). All these characteristics apply to all Thai teachers, but there are some elements of relevancy to the way in which the participants in this study perceived their roles and conducted their classes, and this will be discussed in length in chapter 5. I will describe the research overview next.

1.5 Overview of the research design

This study aims to investigate how Thai EFL teachers' identities shape, and are shaped by their classroom practices, and its aims are articulated as follows:

1. To examine Thai EFL teachers' personal, social and identities formation in their teaching profession;
2. To document the way in which Thai EFL teachers' identities shape, and are shaped by their classroom practices;
3. To examine how other external factors contribute to the way in which the Thai EFL teachers construct their personal, social and professional identities and explore its influence on the teachers' enactment of teaching practices.

To investigate how the Thai EFL teachers' identities shape and are shaped by their classroom practice, I decided to adopt a qualitative research design. This study was designed based on the interpretive paradigm which aims to understand the multiple social constructions of meaning and knowledge (Mertens, 1998), and this principle is in line with the nature of this study inquiry. I was interested in gaining an insightful

understanding of the complex interrelationship between the Thai EFL teachers' identities and their classroom practice; thus, I adopted a case study approach (further explanation will be provided in chapter 3).

Table 1.1: Overview of research design

Research Questions:	1. What are the factors that constitute the Thai EFL teachers' personal and social identities? 2. What are the factors that constitute the Thai EFL teachers' professional identities? 3. In what ways do the Thai EFL teachers' personal and professional identities influence their classroom practice? 4. To what extent do other external factors influence the Thai EFL teachers' identities formation processes and their classroom practice?
Strategy	Case study
Participants	Six Thai EFL teachers in a public university in Bangkok, Thailand
Data collection methods:	1). Semi-structured interviews with six EFL teachers who are the main participants of this study (11.5 hours); 2). Six stimulated recall interviews (7 hours); 3). Non-participant classroom observation: sustained observations for 7 weeks (approximately 29 classes, 56.5 hours), 4). Teachers' reflection notes/talks (1.5 hours); 5). Field notes; 6) Research diaries; and 7). Document review (see section 3.6 for more details).

1.6 Significance of the study

At present, there are a limited number of studies focused on teacher identity in the ELT field as pointed out by Clarke, 2008; Ha, 2008; Tsui, 2007 and Varghese et al., 2005, and this resonates with the reality of research studies in Thailand. According to Hongboontri (2003), research on language teacher professional development in Thailand is still at its dawn. In fact, little is known about language teacher professional development, let alone how teacher collaboration, teachers' pedagogical knowledge, and teachers' professional identity could accompany the development of the teachers' selves. This is because scholars and language researchers in Thailand have paid scant attention to such issues. He further comments that much research on language teaching in Thailand has primarily focused on selective language teaching methodologies and the specific use of particular language teaching materials and classroom activities (See also Hongboontri, 2006; Hongboontri & Charubusp, 2005a, 2005b; and Panyalert, 2005). Hence, it seems that most studies conducted in a Thai

context mainly focus on the effects of teaching methodology and innovations, assessment, curriculum development, second language acquisition and language learning and teaching in general. This study emphasises the roles that the Thai EFL teachers' identities play in classrooms and how their identities shape, and are shaped by their pedagogical practices, an area which needs further investigation to enhance teaching effectiveness. It also aims to provide empirical evidence of this important aspect in the ELT field, and this will be a contribution to the Thai literature in the area of Thai EFL teachers' identities and Wenger's idea of identity and communities of practice.

I expect that the findings obtained from this study will provide better insights into the way in which teachers' identities influence their pedagogy which will contribute significantly to the success in teaching and learning a language. In addition, this research aims to raise the Thai EFL teachers' awareness of the influence of their identities on their choices of pedagogy. The insights into the complex interrelationships between the EFL teachers' identities and their teaching practice might be a contribution to the development of teacher-training programmes where an aspect of teacher identity should be more emphasised. Moreover, the study can show how to utilise the concept of Communities of Practice (CoP) proposed by Wenger (1998) to understand the in-service teachers' learning and their identities formation within a real professional context. Furthermore, new EFL teachers can gain a number of benefits from joining in a community of practice existing within the institutions where they are attached to. In essence, by belonging to both local and global communities of practice, it will help both old and new EFL teachers develop their professional confidence and enhance their knowledge and expertise in the ELT discipline.

1.7 Organisation of the dissertation

Chapter 1 gives the background of the study, my personal interest in conducting the study, the overview of the research design, and the significance of the study.

Chapter 2 provides a review of related literature underpinning the conceptual framework for the study. It centres around the following topics: identity in ELT, identity and teacher learning, sociocultural theory and its implication for understanding teacher learning, key concepts of CoP, the three aspects of the EFL

teachers identities, the process of teachers' identity formation, relationship between teacher identities and classroom practice.

Chapter 3 sets out to describe the research design of the study. The chapter discusses the research paradigm. It is followed by the methodological approach and the rationale for the methods and procedures employed in the data collection and analysis process. It also deals with ethical issues arising, and concludes with the quality of the research.

Chapter 4-6 present the findings and discussions of this study in relation to factors affecting the Thai EFL teachers identities formation processes (Chapter 4), the complex interrelationship between the Thai EFL teachers' personal and professional identities and their classroom practices (Chapter 5) and other external factors affecting the Thai EFL teachers' identities formation and practices (Chapter 6).

Chapter 7 summarises the findings of the research study. It addresses the contribution and implications of the study, the limitations of the study, suggestions for further research, and a conclusion of the study.

1.8 Summary

This introductory chapter has discussed why I have chosen to investigate this topic and explained my motivation for carrying out the research. It has described the contextual background of the study, its overall objectives and given an overview of the study as well as the research design and the significance of the study. Finally, it has presented how this dissertation is structured.

Chapter 2

Literature Review

2.1 Introduction

This chapter will provide a review of related literature which underpins the conceptual framework for the study. To begin with, I will explain identity in English language teaching in section 2.2. Secondly, I will discuss identity and teacher learning in section 2.3. Then, I will present sociocultural theory and its implication for understanding teacher learning in section 2.4. Section 2.5 will explore the key concept of communities of practice (CoP) proposed by Wenger (1998), the use of CoP to understand teachers' trajectory in the TESOL profession and a critique of CoP. Next, section 2.6 will describe the three aspects of the EFL teachers' identities; namely the personal, the social and the professional identities. In section 2.7, the process of the EFL teachers' identity formation will be presented. Section 2.8 will clarify the complex interrelationship between the EFL teachers' identities and their pedagogical practices. Finally, the chapter will end with a brief summary in section 2.9.

2.2 Exploring identity in English language teaching

A number of contemporary researchers have conceptualized identity as a process of continual emerging and becoming, and there are many definitions of identity within the ELT field (Miller, 2009). For example, Johnson (2003) sees identity as "relational, constructed and altered by how I see others and how they see me in our shared experiences and negotiated interactions", whilst Norton (2000) defines identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future". Pennycook (2001) views identity as "a constant ongoing negotiation of how we relate to the world", and Varghese *et al.* (2005) explain identity as "transformational, transformative, context-bound, and constructed, maintained and negotiated via language and discourse".

From the above examples, there are some shared key words and concepts in that identity is viewed as *relational, negotiated, constructed, enacted, transforming* and *transitional.* Miller (2009) suggests that it is important to pay attention to the central role of discourse in identity processes, and of the role of the "Other" in negotiating

and legitimating one's *identity work*. This resonates with Duff and Uchida's (1997) view that explains identity as context-bound and is crucially related to social, cultural, and political context, interlocutors, and institutional settings. An important aspect of this concept of identity is the relation between *assigned identity*—the identity imposed on one by others—and *claimed identity*, the identity or identities one acknowledges or claims for oneself (Buzzelli and Johnston, 2002). In line with this, Gee (1996) also affirms that people do not have fixed identities, but construct them through membership, context and language use. This means individuals always have dual or multiple identities depending on discourse and contexts they engage in.

Within the general education field, there are various explanations and definitions of identity which can be categorised into two main schools of thoughts; essentialists and non-essentialists. Non-essentialists view identity as constructed, multiple, and dynamic as opposed to the 'notion of an integral, originary and unified identity' suggested by essentialists (Hall, 1996, p.1). Largely influenced by Hall (1992, 1996), other scholars, such as Holland (1996), Dolby (2000) and Farrel (2000), employ 'non-essentialist' notions, including fluidity, contingency, plurality and complexity, to discuss identity issues. For this study, I chose to adopt the non-essentialists' views on identity because the construct of identity in my research is viewed as continuous, dynamic, negotiated, ongoing, transforming, transitional, and is always in flux. Le Ha (2008) states that many non-essentialist western theorists explore identity in relation to difference. This suggests that 'identity gives us an idea of who we are, and of how we relate to others and to the world in which we live' (Woodward, 1997). She further explains that 'identity marks the way in which we are the same as others who share that position, and the ways in which we are different from those who do not', and suggests that identity can be marked by 'polarisation', 'inclusion or exclusion' and 'oppositions', whether we are 'insiders/outsiders', 'us/them' or 'man/woman'. She contends that no matter how identity is understood, it 'gives us a location in the world and presents the link between us and the society in which we live' (Woodward, 1997, pp.1-2 as cited in Le Ha, 2008, p.53).

It is essential to note that identity is often defined at the expense of difference because by asserting 'who I am', we simultaneously produce the image of 'who I am not'. By doing so, we have created the 'us' and 'them' (Woodward, 1997). Halls (1991) also

proposes that self is constructed through other; or identity is constituted 'through the eyes of the other'. In light of this argument, it is clear that when we define others, we indirectly define ourselves; hence, we make selves as well as others (Le Ha, 2008).

Teacher identity in this research refers specifically to the way in which individuals see themselves as EFL teachers within the TESOL profession. It is vital to state that I do not treat all the Thai EFL teachers as homogenous because I am aware of the individuals' differences. Moreover, I acknowledge the complexity, the multidimensional nature and the ongoing process of identity formation. Thus, any dichotomies employed in my writing mainly aim to enhance a better understanding on the Thai EFL teachers' identity formation, and the complex issue of the interrelationship between the EFL teachers' identity and their classroom practices. Further explanation on definitions and meanings of identity will be discussed in section 2.6, and I will explain the relationship between identity and teacher learning in the next section.

2.3 Identity and teacher learning

In the wake of new educational initiatives for professional development, interest in how, when and what teachers learn is growing (Jurasaite-Harbison & Rex, 2005). According to Britzman (1991), 'learning to teach – like teaching itself' – is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become (p.8). She further asserts that 'role speaks to function whereas identity voices investments and commitments (Britzman, 1992, p.29). By the same token, Wenger (2000) proposes that if knowing is an act of belonging, then our identities are a key structuring element of how we know. Knowing, learning and sharing knowledge are not abstract things we do for their own sake; on the contrary, they are part of belonging (Eckert, 1989). Similarly, Danielewicz (2001) regards "becoming a teacher" as an identity forming process whereby individuals define themselves and are viewed by others as teachers. Following this line of argument, Clarke (2008) points out that building on developments in social and cultural theory, a number of theorists have framed teacher education in terms of development of a teacher identity, where identity references individuals' knowledge and naming of themselves, as well as others' recognition of them as a particular sort of person. He also highlights that the emphasis in work that

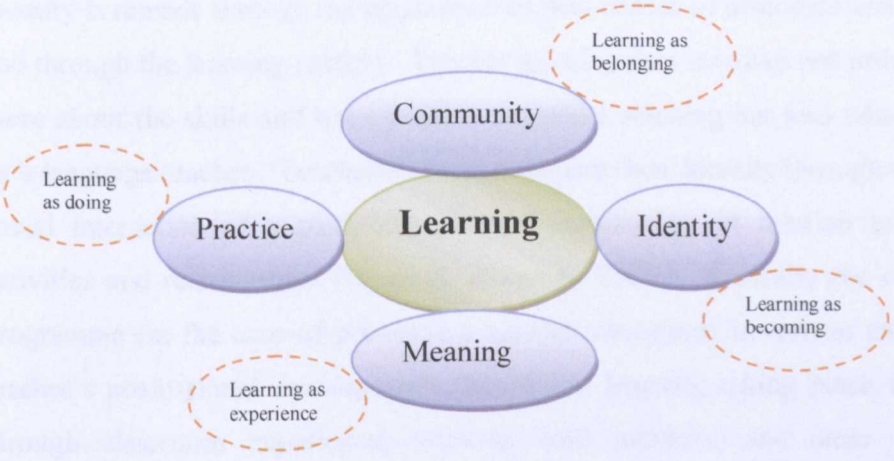
conceptualizes learning to teach as the development of a teacher identity, rather than on the acquisition of a set of skills and techniques, is an ongoing process of 'becoming' (Clarke, 2008, p.8). In this respect, it is logical to view teachers learning as closely relate to the way in which they construct their identity.

According to Flores and Day (2006), learning to become an effective teacher is a long and complex process. Many research studies have highlighted its multi-dimensional, idiosyncratic and context-specific nature (see, for instance, Braga, 2001; Calderhead &Shorrock, 1997; Flores, 2000, and Hauge, 2000), which entails an interplay between different and sometimes conflicting perspectives, beliefs and practices, which are accompanied by the development of the teachers' self. This line of thinking views identity as an ongoing and dynamic process which entails the making sense and (re)interpretation of one's own values and experiences. In essence, Flores and Day (2006) argue that becoming a teacher involves the (trans)formation of the teacher identity, a process described by Sachs (2001a) as being open, negotiated and shifting. In light of this, there has been a reconsideration of the nature of teacher learning which contradicts with the traditional view. Teacher learning from traditional perspectives was seen as a cognitive issue and the problem of teacher learning was therefore often viewed as a question of improving the effectiveness of delivery (Burns & Richards, 2009).

Nevertheless, a focus on teacher learning as a field or inquiry seeks to examine the mental processes involved in teacher learning and acknowledges the 'situated' and the social nature of learning (Lave & Wenger, 1991). From this perspective, learning takes place in a context and evolves through the interaction and participation of the participants in that context. Teacher learning is not viewed as translating knowledge and theories into practice but rather as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes (Burns & Richards, 2009). This reflects a new understanding of the nature of teacher learning which is viewed as a form of socialization into the professional thinking and practices of a community of practice (CoP) proposed by Lave and Wenger (1991) and Wenger (1998).

Lave and Wenger (1991) affirm that situated learning makes the link between learning and identity by viewing learning as an identification process and it is seen as an 'evolving form of membership', which is neither completely internalized or externalized. Individuals develop identities of mastery as they change in how they participate in a community of practice (CoP) through the multiple social relations and roles they experience. They further assert that identity, knowing and social membership entail one another (Lave & Wenger, 1991, p.14). This line of argument reflects a close relationship between identity and teacher learning. It is essential to note that the Wenger (1998) used a concept of a community of practice as an entry point into a broader conceptual framework that focuses on a social theory of learning which can be illustrated in the following figures:

Figure 2.1: Components of a social theory of learning: an initial inventory



Wenger (1998) explains that a social theory of learning integrates the components necessary to characterize social participation as a process of learning and knowing. These components as shown in the above figures include the following.

1) *Meaning*: a way of talking about our (changing) ability – individually and collectively – to experience our life and the world as meaningful.
2) *Practice*: a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.
3) *Community*: a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence.

4) *Identity*: a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities.

From these explanations, it becomes apparent that these elements are deeply interconnected and mutually defining. Wenger further affirms that any of the four peripheral components could be switched with learning in the centre as the primary focus, and the figure would still make sense (Wenger, 1998, p.5). In essence, identity is closely related to learning in that learning shapes our identity. This resonates with the notions proposed by many scholars i.e. Britzman, 1991; Burns & Richards, 2009; Clarke, 2008; Flores & Day, 2006, who argue that teacher learning is viewed as a process of becoming or forming an identity as previously discussed.

In a second language teacher education (SLTE) programme, a teacher-learner's identity is remade through the acquisition of new modes of discourse and new roles in and through the learning context. Teacher learning thus involves not only discovering more about the skills and knowledge of language teaching but also what it means to be a language teacher. Teacher-learners negotiate their identity through the unfolding social interaction of a particular situated community, in relation to its specific activities and relationships (Burns & Richards, 2009). Typically the campus-based programme (in the case of pre-service teacher education) is seen as the start of the teacher's professional development, subsequent learning taking place in the school through classroom experience, working with mentors, and other school-based initiatives. (*ibid.*, p.4). The central focus of this research is on the latter type of teacher learning that is the learning that actually takes place when the Thai EFL teachers enact their teaching roles in the university where they work. In other words, I aim to explore the in-service teachers' learning both formally and informally. For this study, I specifically argue that EFL teachers enhance their learning from joining a community of practice (see further explanation on this argument in 2.5).

Since this study aims to investigate Thai EFL teachers' identities formation and explore the relationship between their identities and classroom practices, I believe it is essential to briefly describe the context of the ELT profession and language teacher education in Thailand. In order to be an English teacher in Thailand, formal qualification in English, Linguistics, Applied Linguistics, TESL, and TESOL is a

minimum requirement for entering the teaching profession. For the teaching positions in primary schools and secondary schools levels, a bachelors' degree in relevant disciplines is considered sufficient, yet holding a master's degree is an advantage. For the teaching positions in higher education institutions, it is essential that applicants hold at least a master's degree, but there is some exception in that some universities might accept the bachelor degree holders who graduate with an honour degree. Nevertheless, most universities now prefer to recruit teachers with doctoral degrees (Education in Thailand, 2007).

Regarding language teacher education in Thailand, there are many universities that offer a degree in English, Linguistics and Applied Linguistics and other relevant disciplines ranging from undergraduate to graduate level. There are some variations in the way in which the degree programmes are structured. For individuals who study at the Faculty of Education at public universities for their undergraduate study, they will have an opportunity to do teaching practicum, whilst those who study at Faculty of Arts, Faculty of Liberal Arts, Faculty of Humanities or Faculty of Social Sciences and Humanities do not have such opportunity. It is essential to note that a great number of Thai EFL teachers graduate from Rajabhats University —former teacher-training colleges located in the regional provinces which have recently become 4-or5-year universities depending on the programme. According to Phairee, Sanitchon, Suphanangthong and Graham (2008), the vast majority of the EFL primary and secondary teachers in Thailand are graduates from Rajabhats University. Rajabhat students spend 3.5 to 4 years taking a variety of courses, some teaching-related subjects which cover linguistics, teaching methods, techniques, and language acquisition, and the programme offers an additional period of teaching practice. They point out that although major universities also have teacher education programmes, a substantial number of the students in these programmes are in-service teachers upgrading their credentials.

Phairee *et al.* (2008) affirm that practicum teaching not only allows student-teachers to put their university-acquired knowledge to practical use but also helps them confirm that they have chosen the right career. In my view, the practicum teaching is very beneficial in that it provides student-teachers an excellent opportunity to apply their theoretical knowledge which they have learnt from various subjects throughout

the course of their university study into the actual classroom practice, and my participants' voices also support this argument. I will elaborate this point further in chapter 5.

Owing to the fact that many theorists have framed teacher education in terms of development of teacher identity as a consequence of the developments in social and cultural theory (Clarke, 2008), it is vital to explore the sociocultural theory of learning and its implication to understand teacher's learning and this will be discussed next.

2.4 Sociocultural theory and its implication to understand teaching learning

When referring to sociocultural theory, we often refer to Vygotksy's work since the epistemological tenets of this perspective are drawn largely from his work (Johnson, 2009). The fundamental premise of Vygotskian sociocultural theory is the idea that the mind develops through interaction with the world around us (Vygotsky, 1978, 1986). A key concept within this framework is the notion of mediated activity: the idea that we do not act directly upon the world, but through the use of mediatory tools and various cultural artefacts (e.g., the language we use to communicate our ideas, and the implements we use to record them). Johnson (2009) argues that the term sociocultural is often used in slightly different meanings and sometimes with different applications. However, in essence, the epistemological stance of a sociocultural perspective defines human learning as a dynamic social activity that is situated in physical and social contexts, and is distributed across persons, tools, and activities (Rogoff, 2003; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991).

Johnson (2009) asserts that sociocultural perspective focuses on sociocultural activities as the essential processes through which human cognition is formed. Ultimately, a sociocultural perspective seeks "to explicate the relationship between human mental functioning, on one hand, and the cultural, institutional, and historical situations in which this functioning occurs, on the other" (Wertsch, 1995, p.3). In light of this argument, a sociocultural perspective assumes that human cognition is formed through engagement in social activities, and that it is the social relationships and the culturally constructed materials, signs and symbols, that mediate those relationships that create uniquely human forms of higher-level thinking. Consequently, cognitive development is an interactive process, mediated by culture,

context, language, and social interaction. A sociocultural perspective also emphasizes the role of human agency in this development process. It recognizes that learning is not the straightforward appropriation of skills or knowledge from the outside in, but the progressive movement from external, socially mediated activity to internal mediational control by individual learners, which results in the transformation of both and self and the activity (Johnson, 2009, p. 2).

In order to explain the use of the sociocultural theory to understand teacher learning, it is essential to view teachers as *learners of teaching.* Johnson (2009) argues that a sociocultural perspective changes the way we think about teacher learning. He also affirms that owing to the fact that second language teacher education is, as its core, about teachers as learners of teaching, understanding the cognitive and social processes that teachers go through as they learn to teach is foundational to informing what we do in SLTE. According to Burns and Richards (2009), the sociocultural perspectives on learning view learning as a social process, and emphasize that learning is situated, that is, takes place in specific settings or contexts that shape how learning takes place. Teacher learning contexts, whether in the course room; through distance education; the school; or virtually, through technology are settings for patterns of social participation that can either enhance or inhibit learning. They explain that learning and the development of expertise also occur through the practice and experience of teaching, and both involve induction to communities of practice, Lave and Wenger's (1991) concept for learning that takes place within organizational settings, which is socially constituted and which involves participants with a common interest collaborating to develop new knowledge and skills (see further explanation on communities of practice in 2.5). As opposed to viewing teaching as the transfer of knowledge, a sociocultural perspective views it as creating conditions for the co-construction of knowledge and understanding through social participation (Burns & Richards, 2009).

A sociocultural perspective on teacher learning posits a central aspect of this process as the reshaping of identity and identities within the social interaction of the classroom (*ibid.*). By the same token, Wenger (1998) proposes that learning is viewed as social participation and people construct their identities in relation to their communities of practice. Burns and Richards (2009) maintain that identity refers to

the differing social and cultural roles teacher-learners enact through their interactions with lecturers and other students during the process of learning. These roles are not static but emerge through the social processes of the classroom. Identity may be shaped by many factors, including personal biography, gender, culture, working conditions, age, and the school and classroom culture. The concept of identity thus reflects how individuals see themselves and how they enact their roles within different settings (*ibid.*). As the purpose of this study is to investigate the in-service teacher's learning from engaging in a community of practice exists within the university where they work, my central argument will lie on the social processes of teacher's learning although I acknowledge the cognitive aspects of the learning process, and this will be explained in next section.

2.5 Exploring communities of practice

The EFL teacher identity in this research is conceptualized in relation to communities of practice (Wenger, 1998). The notion of a 'community of practice' is used as an entry point into a broader conceptual framework that focuses on a social theory of learning as previously discussed in 2.4. Learning is viewed as social participation where people come together to actively engage in the 'practices of social communities' and to construct '*identities* in relation to these communities' (Wenger, 1998, p.4). With this in mind, I use the key concept of communities of practice to explain how the Thai teachers learn to be an English teacher at an elite public university by being an active participant and engaging in the actual teaching practice, and how they construct their personal, social and professional identities within KCLI, the language institute where they are attached to. For this section of the chapter, I will firstly explain the key concept of community of practices (CoP) in 2.5.1, and I will then describe the use of CoP to understand teachers' trajectory in TESOL profession in 2.5.2.

2.5.1 Key concept of community of practices (CoP)

The concept of community of practice (Cop) was enunciated by Lave and Wenger (1991). They put forward their situated learning theory in opposition to the mainstream cognitive psychologists' conceptualization of learning as an individual achievement, concerned only with cognition. For Lave and Wenger (1991), knowledge is not something that is incrementally stored in an individual's mind: it is

to be understood relationally, that is to say, as located in the evolving relationship between people and the settings in which their conduct their activities. Thus, learning is an intrinsic and inseparable aspect of any social practice, and it occurs when people engage in joint activity in a CoP, with or without teaching. It is important to note that Lave and Wenger's original concept of a CoP draws much attention on the individual's movements within a singular CoP. For this research, I find the concept of LPP which characterizes the particular mode of engagement of a novice learner who participates in the actual practices of an expert, but only to a limited degree and with limited responsibility for the product as a whole, and the notion of a singular CoP level as proposed by Lave and Wenger (1991) is not truly applicable for the nature of this study inquiry. This is because in reality individuals have multiple memberships in a variety of CoPs. Consequently, I chose to adopt the framework proposed by Wenger (1998) which has been extended from Lave and Wenger (1991). In Wenger (1998)'s framework, he draws attention to the notion of multimembership and points out that individuals' modes of participation in different CoPs may vary considerably.

According to Wenger (1998), communities of practice are 'groups of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in their area by interacting on an ongoing basis'. Communities of practice are ubiquitous, and individuals are often members of a variety of these communities. Drawing on his fieldwork with insurance claims processors, Wenger (1998) proposes three defining characteristics of a CoP: 1) mutual engagement, 2) joint enterprise, and 3) shared repertoires. He explains that the first characteristic of practice as the source of coherence of a community is the mutual engagement of participants. In Wenger's framework, practice does not exist in the abstract. On the contrary, it exists because people are engaged in actions whose meanings they negotiate with one another. In this respect, practice resides in a community of people and the relations of mutual engagement by which they can do whatever they do. Thus, membership in a community of practice is a matter of mutual engagement which defines the community. A community of practice needs to promote participants' engagement. This means participants are included in what matters in a community of practice in that engagement defines belonging. Diversity and partially is considered valuable for any community of practice since it enhances participants' learning from engaging in the shared practice (Wenger, 1998, pp. 73-77).

The negotiation of a joint enterprise is the second characteristic of practice as a source of community coherence. Through their interactions, participants create a shared understanding of what binds them together, and this is defined as joint enterprise. In other words, it is a result of a collective process of negotiation that reflects the full complexity of mutual engagement, and it is not just a stated goal, but creates among participants relations of mutual accountability that become an integral part of the practice. A joint enterprise results from a negotiated enterprise. This means the enterprise is joint not because all participants believes in the same thing or agrees with everything, but because it is communally negotiated. Wenger (1998) highlights that negotiating a joint enterprise gives rise to relations of mutual accountability among those involved. An enterprise is a resource of coordination, of sense-making, of mutual engagement and it is part of practice in the same way that rhythm is part of music (Wenger, 1998, pp. 77-82).

Finally, as part of its practice, the community produces a set of communal resources which is referred to as shared repertoire. Over time, the joint pursuit of an enterprise creates resources for negotiating meaning, and the elements of the repertoire can be very heterogeneous. They gain their coherence not in and of themselves as specific activities, symbols, or artefacts, but from the fact that they belong to the practice of a community pursuing an enterprise. A community of practice repertoire includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice. In addition, it includes the discourse by which members create meaningful statements about the world, as well the styles by which they express their forms of membership and their identities as members (Wenger, 1998, pp. 82-83). These three dimensions work together in order to sustain the existence of the community of practice.

Since this research aims to examine the Thai EFL teachers' identity formation and explore the way in which these teachers' identities shape and are shaped by their classroom practice, I will explain how the use of the communities of practice framework can help us gain better insights into the EFL teachers' trajectory in the TESOL profession in the next section.

2.5.2 Using communities of practice to understand teachers' trajectory in TESOL profession

Prior to entering the TESOL profession, teachers need to obtain all the required qualifications in order to be eligible to work as an English teacher. This means they have to study through formal educational system, or in other words they acquire their knowledge through formal learning in education institutions. Wenger (1998) argues that in spite of curriculum, discipline, and exhortation, the learning that is most personally transformative turns out to be the learning that involves membership in communities of practice. Wenger's view is especially congruent with newer conceptualizations of professional development that emphasize teachers learning about their environments in addition to learning about classroom skills (Darling-Hammond, 1995). Burns and Richards (2009) also maintain that teacher learning is not viewed as translating knowledge and theories into practice but rather as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes. In line with this, Goodnough (2009) states that teacher learning is about how teacher-learners, as social actors, learn the meaning of certain practices and reposition themselves socially through the use of artefacts, and with the assistance of experts, thus creating a community of practice.

Recently, there has been a shift in the focus of second language teacher education as previously discussed in section 2.3. This new perspective puts greater emphasis on examining the mental processes involved in teacher learning, and acknowledges the situated and the social nature of learning. In essence, "learning takes place in a context and evolves through the interaction and participation of the participants in that context" (Burns & Richards , 2009, p.4). Thus, this view supports the notion of learning from joining a community of practice. Wenger (1998) further clarifies that communities of practice are the prime context in which we can work out our common sense through mutual engagement. The concept of practice highlights the social and negotiated character of both the explicit and the tacit in our lives; consequently, practice is about meaning as an experience of everyday life. Meaning is located in a process of negotiation of meaning and it involves the interaction between participation and reification. Participation and reification form a duality that is fundamental to the human experience of meaning and thus to the nature of practice.

In fact, our identity is formed through participation as well as reification. To sum up, "our membership constitutes our identity"(Wenger, 1998, p.152).

In order to gain better insights into teachers' trajectory in the TESOL profession, it is vital to understand how they view themselves as teachers, and how they construct their identities as EFL teachers within a community of practice. We need to understand their identity formation processes because as Wenger (1998) has argued 'the formation of communities of practice is influenced strongly by the negotiation of identity'. This reflects the importance of identity in the existence of the communities of practice. To understand learning in relation to identity formation and communities of practice, three modes of belonging namely engagement, alignment and imagination should be considered, but these modes of belonging will be explained in greater details in 2.7. Clarke (2008) asserts that "the community of practice framework sees identities as co-constructed along with the learning and the meaning-making that are part of the practices of a community" (p.38). In my view, this framework helps us gain better insights into how the Thai EFL teachers' co-construct both identities and community through their mutual engagement in the joint enterprise of learning to teach English to Thai students within a real professional context; that is the institutions where they are attached to, their alignment with a shared discourse and their imaginative integration of past and future in the present of their teaching position. Yet, there are some limitations of this theoretical framework and this will be discussed next.

2.5.3 A critical evaluation of CoP

CoP has been taken up so widely because it appears to resolve some pervasive concerns of social sciences about learning. In education, "CoP takes learning out of the classroom and addresses the variety of groups and locations where learning takes place, including adult learning, learning in the workplace and learning in everyday life" (Barton & Tusting, 2005, p.3). For this study, CoP proves to be useful in helping me understand the way in which the Thai EFL teachers construct their identities within the TESOL community throughout the course of their profession; nevertheless, as many scholars e.g. Barton & Tusting, 2005; Handley, et al., 2006, and Varghese, et al., 2005 have pointed out this theoretical approach has some limitations. A variety of areas tend to be overlooked within the theory of CoP as it is often currently taken up,

and these include "theories of language, literacy and discourse; issues around power, resistance and inequality; micro-interactional and sociolinguistic takes on negotiation of meaning, tension and conflict; multilingual and other hybrid situations and theories of risk and stigma" (Barton and Tusting, 2005, p.6). Although I acknowledge the limitations of this theoretical approach, owing to space constraints, my central arguments lie on the issues around language and power which are pertinent to this research.

As previously discussed in 2.5.2, Wenger's model of CoP places the negotiation of meaning at the heart of his understanding of practice, yet it fails to consider the role of language and other forms of semiosis within social practice, and the relationship between processes of meaning making and other social dynamics (Tusting, 2005). Despite the centrality of negotiation of meaning to the CoP model, and the key role of language within the processes of participation and reification, Wenger does not draw out ideas about the relationship between language and meaning making more generally, beyond stating that meaning making cannot be reduced to language alone. While Wenger is careful to make clear that he is not just talking about language when talking about meaning, language is clearly central to much of the experience of negotiation of meaning we encounter in CoP (*ibid.*). Referring to the three characteristics of a CoP, "language is one of the principle means by which meaning is reified, and the shared repertoires Wenger refers to which are built up in practice have many linguistic elements including routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts, most of which can be either partly or entirely linguistic in nature" (Tusting, 2005, p.40). She further explains that "the negotiation of joint enterprise routinely relies on linguistic communication", and "almost all mutual engagement involves language, to a greater or lesser extent" (Tusting, 2005, pp.40-41). In this respect, it is clear that language plays a central role in everyday activity within CoP.

In different social settings and within different networks of social practices, there are particular configurations of genres; ways of acting and interacting discourses; ways of representing, and styles, and ways of being or identities (Fairclough, 2003). Wenger's model fails to explore the relationship between interactions in communities and broader social structure, and the tools developed within critical social linguistics can address this weakness (Tusting, 2005). She specifically argues that critical social

linguistics offers a fruitful way of conceptualising the role of language within this CoP, giving us better understandings of the relationships between language and other social structures, and this could potentially extend the CoP theory. In addition, "attention to language use within communities of practice offers a better understanding of the dynamics of participation and reification, and in particular that the lens of critical social linguistics can offer ways of conceptualising the role of local interaction in sustaining broader social structures and relationships and give us ways to see interaction as the 'nursery of change', as well as the means by which communities of practice are continued" (*ibid.*, pp. 45-53). Tusting (2005) also provides an example which demonstrates how paying attention to language use can give us insights into the way in which broader social structures and power relationships are played out and maintained within the dynamics of participation and reification in a particular community of practice (see details in Tusting, 2005).

It is also essential to note here that Wenger's CoP does not account for individual agency and object-directed learning learning as pointed out by Martin (2005). Furthermore, the issue of power in the conceptualisation of identity and in the engagement in practice in CoP has not received much attention in this concept. Wenger (1998) treats issues of power not in terms of political institutions and economic systems, but "in terms of negotiation of meaning and the formation of identities, that is, as a property of social community" (*ibid.*, p.189), as a complexity resulting from doing things together (*ibid.*, p 77), and communities of practice are presented as somehow 'immune' to external forces over the community's production of its practice since it is the community that negotiates its enterprise (*ibid.*, 80). In light of this, I am still convinced that Wenger's CoP theory is a useful concept which helped me understand the EFL teachers' identities formation and their classroom practices within a real profession context which is the primary purpose of my study. Yet, if I want to extend my study to explore the role of power-relationship within KCLI, I need to consider adopting another theoretical approach to complement the use of a combination of CoP and social theory as the two main conceptual frameworks for this study, and a critical social linguistics theory is the one that would best fill the gap. I will explain teacher identity in TESOL in the next section.

2.6 Understanding teacher identity in TESOL

According to Miller (2009), in the TESOL field for over a decade, identity has been used as a concept to explore questions about the sociocultural contexts of learning and learners, pedagogy, language ideologies, and the ways in which language and discourses work to marginalize or empower speakers. While there is a substantial body of research on learner identity, studies on language teacher identity represent an emerging field (Cross & Gearon 2007; Singh & Richards 2006). In line with this, Varghese *et al.* (2005) also highlight that language teacher identity is an emerging subject of interest in research on language teacher education and teacher development, and they argue for a need to theorize language teacher identity. Moreover, they propose that in order to understand language teacher identity, multiple theoretical approaches should be used as opposed to utilizing only a single theoretical framework because each theory has its limitation when using in isolation. They further clarify that the use of multiple theoretical approaches will allow a richer and more useful understanding of the processes and contexts of teacher identity (Varghese *et al.*, 2005, p.21). Following this line of argument, I employ a number of theoretical frameworks namely communities of practice, and social identity theory to explain the Thai EFL teachers' identity and their identity formation processes (see section 4.2, 4.3 and 4.4).

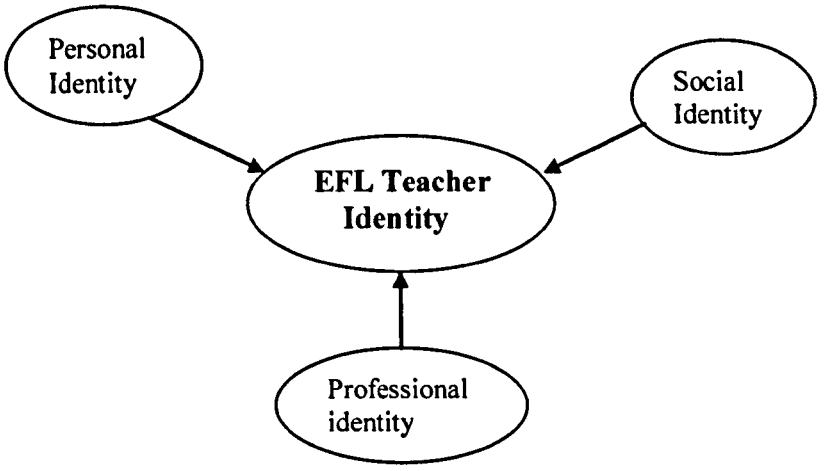
In this research, the EFL teacher identity is conceptualized in relation to communities of practice proposed by Wenger (1998); hence, it is essential to refer to his views of identity. Wenger (1998) defines identity as follows:

- Identity as negotiated experience. We define who we are by the ways we experience ourselves through participations as well as by the ways we and other reify ourselves.
- Identity as community membership. We define who we are by the familiar and the unfamiliar.
- Identity as learning trajectory. We define who we are by where we have been and where we are going.
- Identity as nexus of multimembership. We define who we are by the way we reconcile our various forms of membership into one identity.

- Identity as a relation between the local and the global. We define who we are by negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses (Wenger, 1998, p.149).

Wenger's definitions of identity are not dissimilar to how other scholars have explained the concept of identity as previously mentioned in section 2.2. The nature of identity means that it is continuously co-constructed in situ, using many resources including personal biography, interactional skills, knowledge, attitudes, and social capital (Miller, 2009). Thus, our identities are shaped by many interrelated factors. For this research, the EFL teacher identity refers to three aspects of teacher identities namely personal, social and professional identities as follows:

Figure 2.2: EFL teacher identity



I will now explain each aspect of the EFL teacher identity in great details.

2.6.1 Personal identity

Owing to the highly complex nature of the identity construct as previously explained, it is essential to clarify what personal identity entails. Beijaard, Meijer and Verloop (2004) point out that several scholars have drawn on the definition of identity used in social sciences and philosophy, yet in order to explain the concept of personal identity, I chose to refer to Mead (1934) due to its clarity in explaining the relationship between self and identity. According to Mead (1934), self can arise only in a social

setting where there is social communication, and when communicating we learn to assume the roles of others and monitor our actions accordingly. Our concept of self can be defined as an organized representation of our theories, attitudes, and beliefs about ourselves (McCormick & Pressley, 1997). Although the concept of identity has different meanings in the literature, what these various meanings have in common is the idea that identity is not a fixed attribute of a person, but a relational phenomenon. Moreover, identity development occurs in an intersubjective field and can be best characterized as an ongoing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context (Gee, 2001). In this respect, identity can also be seen as an answer to the recurrent question: "Who am I at this moment?" (Beijaard *et al.*, 2004). To me, this is a key question which has a strong influence on the way in which teachers enact their roles within the institutional settings, particularly at the classroom level.

Gee (2002) further explains that identity is viewed as being recognised as a certain 'kind of person', and it is connected not only to internal states but also to performances in society. In my view, this interpretation of identity is closely related to how we define ourselves as an individual and this in essence reflects our personal identity. Cooper and Olson (1996) point out that teacher identity involves teacher beliefs, values and emotions about many facets of teaching, and being and becoming teachers. It is continually informed, formed and reformed over time and with experience. Morgan (2004) sees professional and personal identities as "instantiations of discourses, systems of power/knowledge that regulate and ascribe social values to all forms of human activity". Hence, for this research I define personal identity as the way in which an individual views themselves as certain type of person and this involves their sense of self, their sense of belonging, their beliefs, and values which play a significant part in shaping their personal identity within the ELT field.

To set a parameter to serve the purpose of this study, I wish to emphasize that when referring to personal identity in this research, I specifically refer to the EFL teachers' personal identity within the TESOL profession. It is important to note that the EFL teachers' personal identity to some extent might seem to be overlapping with their professional identity, and this reflects the interrelated nature of each aspect of the teacher identity. This means the teachers' personal identity is inextricably intertwined

with their professional identity. Beijaard *et al.* (2004) support this point by arguing that there is some problematic nature of the various understandings of identity, in particular the connection between identity and self, and the unclear distinction between personal and professional identity. They suggest that indeed it appears that a clear definition of identity is not easily reached, but that there is general acknowledgement of its multi-faceted and dynamic nature. Le Ha (2008) also affirms that the teachers' personal identity and their professional identity appeared to be a unitary and integrated entity within teacher identity, not two separate selves, and they were complementary in the teachers' professional development. I will explain the interrelated nature between the personal and the professional identity in greater detail in 4.2; the findings on the EFL teachers' personal identity.

2.6.2 Social identity

Every teacher's identity involves multiple influences, and teacher identities are always complex. As for the TESOL profession, teachers must develop a type of identity that aligns them with their profession and with the specific contexts in which they teach, and this can be understood as a specific type of *social identity* (Pennington, 2002). Tajfel (1978, 1981) explains social identity as that part of a person's self-concept which incorporates the three elements of: 1) awareness of being a member of a certain social group or groups; 2) the values associated with that membership; and 3) the affect, or strength of feelings, associated with that membership. In other words, social identity is a person's sense of who they are based on their group membership(s). Following Tajfel's view on social identity, it seems that social categorisation plays a pivotal role in the way in which individuals construct their social identity.

Tajfel (1981) proposes that the groups (e.g. social class, family, occupation) which people belong to are an important source of pride and self-esteem. Groups give us a sense of social identity; a sense of belonging to the social world. In line with this, Hogg and Abrams (1998) support Tajfel's idea by stating that social identity theory espouses the concept of identity based on the social categories created by society (nationality, race, class, etc.) that are relational in power and status. Individuals derive their identity, or understanding of self, "in great part from the social categories to which they belong" (Hogg & Abrams, 1998, p.19). It is essential to bear in mind

that social identities are dynamic, and individuals belong to many different groupings in society; therefore, they have multiple identities or subjectivities which vary across situations and time as they enact a variety of roles (Weedon, 1987).

Referring to Wenger (1998)'s framework, one's identity does not lie only in the way one talks or thinks about oneself, or only the way others talk or think about one, but in the way one's identity is lived day-to-day. He further asserts that identities are formed amid the 'tension between our investment in the various forms of belonging and our ability to negotiate meanings that matter in those contexts'. In light of this argument, the Thai EFL teachers' multiple identities result from their various forms of group memberships; for example, professional organisation such as TESOL, Thai-TESOL, special interest groups within the ELT field i.e. EAP, ESP, ICT, university alumni, schools, colleges or any other higher education institutions, and this in turn influences their social identity formation. This explanation in some respect reflects the interwoven nature of the social identity and the professional identity.

Teacher identity is a profoundly individual and psychological matter because it concerns the self-image and other-image of particular teachers. Nevertheless, it is a social matter because the formation, negotiation, and growth of teacher identity is a fundamentally social process taking place in institutional settings such as teacher education programmes and schools. It is a process that is inextricably intertwined with language and discourse, insofar as all identities are maintained to a significant degree through discourse; yet it is also very much a real-world phenomenon that impacts teachers' standing in their communities as well as affecting their wages and working conditions (Varghese, *et. al*, 2005). Because of this, it becomes essential to consider the social identity aspect of the EFL teachers when trying to understand the teacher's whole identity. As we are social beings, everything we do matters when conceptualizing them in a context and discourse to which we belong, and this is why it is essential to view social identity as one important aspect of the teacher's whole identity. Miller (2009) supports this notion by stating that identity is not viewed as an *entity*, but in relation to discursive, social, cultural, and institutional elements. I wish to end this part by emphasizing the interrelated nature of each aspect of teacher identity. This means the EFL teachers' social identity has a role to play in their

personal and professional identity, and I will explain the professional identity in the next part of this section.

2.6.3 Professional identity

It seems that the concept of professional identity is used in different ways in the domain of teaching and teacher education. In some studies, the concept of professional identity was related to teachers' concepts or images of self (e.g., Knowles, 1992; Nias, 1989). It was argued that these concepts or images of self strongly determine the way teachers teach, the way they develop as teachers, and their attitudes toward educational changes. In other studies of professional identity, the emphasis was placed on teachers' roles (e.g., Goodson & Cole, 1994; Volkmann & Anderson, 1998), whether or not in relationship with other concepts, or on concepts like reflection or self-evaluation that are important for the development of professional identity (e.g., Cooper & Olson, 1996; Kerby, 1991). It is obvious that these explanations reflect the complex nature of professional identity. Due to the word limitations, I will confine my discussion on professional identity within the scope of the ELT field and the TESOL profession.

According to Varghese *et al.*, (2005) teachers' professional identity is considered a critical component in the socio-cultural and socio-political landscape of the classroom and in teachers' professional development. Pennington (2002) also emphasizes the importance of the aspect of teachers' professional identity in promoting quality in TESOL education, and she explains teacher professional identity as a tension or dialectic between the subjective or personal aspects of teaching and the intersubjective or collective aspects in terms of a cline from *magic* at one end to *science* at the other end as follows:

Teaching as:
Magic----------Art----------Profession----------Craft----------Science

From this perspective, the identity of *Teacher-as-professional* can be seen as a "middle way"—a tension or a balance point—between an entirely idiosyncratic teacher identity and an entirely generic one, or from a different perspective, between a performance –based view and a competence-based view of teacher identity

(Pennington, 2002). Other scholars, for example, Tsui (2007) states that although researchers seem to agree that professional identities are multidimensional or multifaceted, they hold opposing views with regard to whether the "sub-identities" (Mishler, 1999, p.8) should or could be "harmonized" and "well-balanced" (Beijaard, *et a.l*, 2004) or whether the construction of identity is a "continuing site of struggle" between conflicting identities (MacLure, 1993, p.313; see also Lampert, 1985; Samuel & Stephens, 2000). Varghese (2006) defines teacher professional identities in terms of the influences on teachers, how individuals see themselves, and how they enact their profession in their settings (Varghese, 2006 as cited in Miller, 2009, p.174). For this research, I choose to adopt Varghese's (2006) definition of professional identity, and I also acknowledge its multidimensional and multifaceted nature as mentioned by many prominent scholars.

According to Bromme (1991), teachers derive their professional identity from (mostly combinations of) the way they see themselves as subject matter experts, pedagogical experts and didactical experts. The influencing factors that might influence a teacher's perceptions of his/her professional identity include 1) teaching context; 2) teaching experience and 3) the biography of the teacher. To me, this line of thinking reflects the interrelated nature of each aspect of the EFL teacher identity in that to a certain extent, the teaching context not only shapes the teachers' professional identity but also affects how they construct their social identity whilst the teachers' biography inevitably influences their personal identity formation. Day *et al.* (2003), assert that teachers' sense of professional identity will contribute to teachers' self-efficacy, motivation, commitment and job satisfaction, and is in essence a key factor in becoming and being an effective teacher. This line of argument highlights the importance of the profession identity aspect of the teachers owing to its strong influence on teachers' motivation in fulfilling their roles as a teacher. I will now move on to discuss EFL teacher identity formation.

2.7 The process of the EFL teachers' identity formation

In order to sustain teachers as critical and proactive educators, we need to understand how language teachers form their identities in communities, among others, in their teacher education programmes and beyond that in their schools and classrooms (Varghese, *et al.*, 2005). Day, Kington, Stobard & Sammons (2006) also support this

notion by stating that if identity is perceived as a key influencing factor on teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness, it becomes essential to investigate all factors which influence positively and negatively, the contexts in which these occur and the consequences for practice. Varghese *et al.*(2005) further argue that 'in order to understand language teaching and learning we need to understand teachers: the professional, cultural, political and individual identities which they claim or which are assign to them'. This line of argument clearly emphasizes the importance of teacher identity; consequently, we need to gain better insights into the processes of identity formation. To serve the purpose of this study, my discussion will centre upon the in-service teachers' identity formation processes. In this research, 'identity formation' and 'identity construction' is used interchangeably to refer to 'the processes which the EFL teachers have gone through to form or construct their identities'.

2.7.1 How teachers' identities are formed: the personal, the social and the profession identity

According to Clarke (2008), learning to teach could usefully be considered a process of identity formation, and the processes of identity formation are intimately related to the discourses and the communities that we work within. Identity formation is a discursive and uneven, rather than linear process (Britzman, 2003). Tsui (2007) argues that one of the most powerful theories of identity formation is that proposed by Wenger (1998). He affirms that in order to make sense of the formation of identities in their full social cultural and historical context, we need to look beyond day-to-day engagement with practice. He further asserts that identities are formed amid the "tension between our investment in the various forms of belonging and our ability to negotiate the meanings that matter in those contexts". Hence, identity formation is a dual process of identification and negotiation of meanings. Wenger explains identification as the investment of self in building associations and differentiations. Identification is reificative: we identify, or are being identified, as belonging to socially organized categories and roles. It is also participative as it is the lived experience of belonging that constitutes who we are. Consequently, identification is both relational and experiential (Tsui, 2007, p.660). Wenger (1998) clarifies reification as a process in which "aspects of human experience and practice are congealed into fixed forms and given the status of object". In other words, through

reification the meanings produced by our experience are projected and concretized into an independent existence.

Wenger explicates three modes of belonging as the sources of identification: *engagement*, *imagination* and *alignment*. Engagement in practice is a powerful source of identification in that it involves investing ourselves in what we do as well as in our relations with other members of the community. It is through relating ourselves to other people that we get a sense of who we are. Moreover, it is through engaging in practice that we find out how we can participate in activities and the competence required. Another source of identification is imagination which is described as a process of relating ourselves to the world beyond the community of practice in which we are engaged and seeing our experience as located in the broader context and as reflective of the broader connections. Imagination is "the production of images of the self and images of the world that transcend engagement" (Wenger, 1998, p.177). In this respect, imagination affects the way in which the EFL teachers position themselves within both local and global context of the TESOL profession. The last source of identification is alignment which is a process in which participants in a community become connected by bringing their actions and practices in line with a broader enterprise. It is through alignment that the identity of a large group such as an institution becomes the identity of its participants (*ibid.*, p.179).

Referring to Wenger's argument, the other process of identity formation is the negotiation of meanings which are defined in the processes of identification. According to Wenger (1998), the negotiability of meanings determines the extent to which one is able to contribute to and shape the meanings in which one is invested; therefore, it is fundamental to identity formation. Meanings are produced in the process of participation and they compete for the definition of events, and actions. Some meanings have more currency than others because of the different relations of power between those who produced them. Nevertheless, their relative values are subject to negotiation. People claim ownership over the meanings produced in the sense of being able to use, modify, and appropriate them as their own. Wenger maintains that ownership of meanings is increased if many people participate in the negotiation process. In a community of practice, engagement in the negotiation of meanings involves the production and adoption of meanings, and these two must go

together. It is vital to note that negotiation of meanings is considered as a highly essential aspect in the identity formation process in that the inability to negotiate and claim ownership of meanings can create an identity of non-participation and marginality (Wenger, 1998). In my view, this marginality and non-participation although implicit, subtle by nature has an adverse effect on the EFL teachers' identities formation.

I wish to highlight that the community of practice framework sees identities as co-constructed along with the learning and the meaning-making that are part of the practices of a community (Clarke, 2008). In light of this, when thinking of identity, discourse and communities of practice, we can see a continual interplay between representation, in terms of categories and labels, and lived practice, as the former shape, but are also continually reshaped, renegotiated and reworked within the practices of day-to-day life. This tension between fixation-reification and negotiation-participation is common to social practices and discourses as each shapes and, in turn, is shaped by identities and communities (Clarke, 2008, p.39). Woodward (2002) suggests that as a function of the multiple and dynamic social worlds and social conversations that we participate in over time and space, each of us has a configuration of multiple identities forged in the dynamic interplay between discourse and practice, reification and participation, individual reflection and social recognition; indeed, identity arises out of this perpetual tension. This view resonates with Wenger's explanation of identity in that identity is regarded as negotiated experience. I will discuss the negotiation of identities in the next part.

2.7.2 Negotiating teacher identities

It is recognised that the broader social conditions in which teachers live and work, and the personal and professional elements of teachers' lives, experiences, beliefs and practices are integral to one another, and that there are often tensions between these which impact to a greater or lesser extent upon teachers' sense of self or identity (Day, *et al.*, 2006). By the same token, Sleegers and Kelchtermans, (1999) maintain that several researchers; for example, Nias, 1989, 1996; Goodson & Hargreaves, 1994; and Sumison, 2002 have noted that teacher identities are not only constructed from technical and emotional aspects of teaching (i.e. classroom management, subject knowledge and pupil test results) and their personal lives, but also 'as the result of an

interaction between the personal experiences of teachers and the social, cultural, and institutional environment in which they function on a daily basis'. In line with this, a number of researchers i.e. Duff & Uchida, 1997; He, 2002a, 2002b, 2002c; Reynolds, 1996 have pointed out the importance of the professional context, which is part of the broader sociocultural and political context, in shaping teacher identity. Following this line of thinking, it becomes obvious that there are a number of factors contributing to teacher identity formation. Some factors might be dominant in shaping a particular aspect of teacher identity. For example, teachers' beliefs about language learning and teaching will greatly influence the way in which they construct their professional identity, whilst the social, cultural and institutional environment will have some effect on their social identity formation, and their personal experiences might contribute to their personal identity construction.

According to Woodward (1997), identity is constructed through difference; hence, identity and identity formation are perceived as relational. That is to say, one identity needs another identity to rely on and to provide the conditions for its existence. Le Ha (2008) affirms that individuals are positioned in multiple relationships, exposed to numerous social situations and experience changes in life; consequently, their identities are subject to being constructed within relations. Dolby and Cornbleth (2001) conceptualise this phenomenon of identity as relational. They affirm that 'identity itself is a relation—or set of relations and interrelations' Thereby, 'we see or define ourselves in relation to various individuals and groups, specific life situations and particular contexts' (Dolby & Cornbleth, 2001, p.293). Owing to the fact that these situations and relations change over time, identity is then subject to change (Le Ha, 2008). These explanations reflect the inextricably interrelated nature of each aspect of teacher identity as previously stated. Marsh (2003) further explains this as follows:

> In other words, we are continually in the process of fashioning and refashioning our identities by patching together fragments of the discourses to which we are exposed...understanding how teachers fashion their identities is especially important, since much of the work that is done in the classrooms by teachers and their students involves the crafting of identities with and for one another.

As an illustration, for the participants of this study, their social identities resulting from belonging to KCLI, a prestigious language institute in Thailand to a certain extent shape both their personal and professional identities. Hence, my arguments

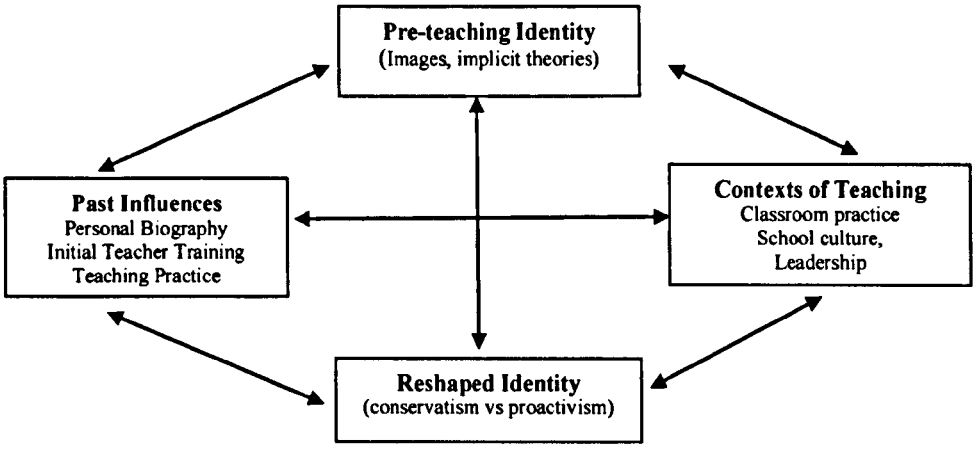
will be based on the interwoven nature of the personal, social and professional identity in shaping the Thai EFL teachers' identities. Day *et al.* (2006) point out that there are unavoidable interrelationships between professional and personal identities, if only because the overwhelming evidence is that teaching demands significant personal investment. James-Wilson clarifies this close interrelationship as follows:

> The ways in which teachers form their professional identities are influenced by both how they feel about themselves and how they feel about their students. This professional identity helps them to position or situate themselves in relation to their students and to make appropriate and effective adjustments in their practice and their beliefs about, and engagement with, students. (James-Wilson, 2001, p.29).

The above argument reflects one crucial point that teacher identity is not the only construct that influences the language teaching and learning process. On the contrary, students are the other main constituent in determining how the language teaching is played out. Pennington (2002) asserts that the teacher's identity and the discourse through which he or she expresses that identity includes a distinctive voice as a member of the community outside the school and profession. This is a voice which may or may not resonate with those of the students. Whether in harmony or disharmony, teaching essentially involves a dialogue between the teacher's and the students' voices, so that in some sense the teacher's identity will always be a reflection of the students' identity.

Flores and Day (2006) point out that there are three main influences upon the construction of teacher professional identities which are prior influences, initial teacher training and teaching practice, and contexts of teaching which includes the process of learning, socialization and professional development both in terms of classroom practice and their effects on the reconstruction of teachers' identities in changing contexts of teaching. Their argument can be best illustrated by the following figure:

Figure 2.3: Key mediating influences on the formation of teacher identity



Due to the complex nature of teacher identity formation, I find Flores and Day's diagram is useful not only in explaining the interrelated natures of different influencing factors in shaping the way in which teachers construct their identity but also in facilitating the data analysis which will be further illustrated in chapter 5 and 6. Beside, it becomes apparent that there are other external factors such as teaching contexts which play a pivotal role in shaping the EFL teachers' identities, and will be discussed in the next section.

2.7.3 External factors affecting the EFL teachers' identities formation

Researchers have increasingly looked not just as what happens in classrooms but at how outside conditions shape both classroom teaching and teachers' lives outside classroom (Varghese *et al.*, 2005). This means there are many other external factors influencing the way in which teachers conduct their classrooms, as well as how they construct their identities. In line with this, Miller (2009) affirms that the negotiation of teachers' professional identities is powerfully influenced by contextual factors outside of the teachers themselves and their pre-service education courses. These include workplace condition (Flores, 2001), curriculum policy (Cross & Gearon, 2007), bilingual language policy (Varghese, 2006), cultural differences (Johnson, 2003), racism (Miller, 2007), social demographics of the school and students, institutional practices, curriculum, teaching resources, access to professional development, and many other things. From this explanation, it implies that identity resources of the teachers may be tested against conditions that challenge and conflict with their backgrounds, skills, social memberships, use of language, beliefs, values,

knowledge and attitudes. She further states that negotiating these challenges forms part of the dynamic of professional identity development (Millers, 2009, p.175).

Although Miller (2009) specifically explained the contextual factors affecting the way in which teachers construct their professional identities, I believe that these factors also influence the teachers' personal and social identities formation. This is because each aspect of the teacher identity is interrelated. Many scholars, for example Le Ha, 2008; Woodward, 1997; Dolby and Cornbleth, 2001 maintain that identity and identity formation is relationtional, and each identity needs another identity to rely on for its existence as previously discussed in 2.7.2. In essence, these contextual factors affect the teachers' social and personal identity formation (further clarification on external factors will be provided in Chapter 6). I will discuss the complex relationship between teachers' identities and their classroom practice in the next section.

2.8 Complex interrelationship between the EFL teachers' identities and their classroom practice

In order to explain the complex interrelationship between the EFL teachers' identities and their classroom practices, it is essential to clarify the meaning of teaching and its close relationship with teacher identity. Johnson (1996) views teaching as a socially constructed activity that requires the interpretation and negotiation of meanings embedded within the context of the classroom. He further affirms that teaching and teacher identity is socially embedded also in the sense that "teachers' knowledge of teaching is constructed through experiences in and with members of the teaching profession and with various groups of students (Johnson, 1996, p.24). In the same vein, Pennington (2002) asserts that teaching reflects its context and is context-adaptive at the level of individual events and classrooms, as well as at the level of the school, the society, the individual teaching field, and the teaching profession. She further explains that teaching identity is not only multiple or hyphenated, but also layered. It is dialogic in Bakhtin's (1981) sense of invoking and overlaying multiple voices, roles or discourses, including the teacher's past voice as a student, the teacher's current voice as an institutional representative, and the teacher's separate voices as a member of the community of peers within the school and the larger

professional community to which the teacher belongs (Pennington, 2002, p.3). Moreover, we can describe teachers as having a *situated identity* (Clement and Noels, 1992), in that different aspects of identity are switched on or off in response to context and circumstances.

Current work on teacher identity highlights that language teaching cannot be separated from social language use in classrooms, and the centrality of situated meanings within repertoires of social practices, involving specific social and institutional contexts and memberships (Miller, 2009). Gee (1996) points out that "It's not just what you say or even how you say it, it's who you are and what you are doing while you say it" (p.viii). Gee's point means that in any teacher's communication to their students, the *what,* the *how,* the *who,* the *who to,* and the *what's happening* all come into play. Identity in these terms is "enacted," or achieved, but it is also ascribed by the hearer, who has the power to accept and legitimate or to deny both the message and the identity of the speaker. In this respect, it means whatever teachers choose to do in their classroom to some extent reflects their identity. Kieran (2010) supports this notion by stating that teacher identity goes a lot deeper than a role performed in the classroom and he argues for a need to investigate teacher identity owing to its significance in contributing to the success of English language teaching.

Miller (2009) asserts that what teachers know and do is part of their identity work, which is continuously performed and transformed through interaction in classrooms. In teacher education, much research literature demonstrates that knowledge of the self is a crucial element in the way teachers construe and construct the nature of their work (Kelchtermans & Vandenberghe, 1994), and that events and experience in the personal lives of teacher are intimately linked to the performance of their professional roles (Ball & Goodson, 1985; Goodson & Hargreaves, 1996; Acker, 1999). This means there is a close interrelationship between teachers' identities and the way in which their conduct their classes. Many scholars, for example Allwright, 1988; Nunan, 1988 also note that classrooms are in fact very complex places in which simplistic cause-effect models of teaching methodology were inadequate to explain what's happening in the classrooms. Varghese *et al.* (2005) further point out that a great deal else needed to be understood within the classroom, and research studies

showed that teacher plays a huge role in the constitution of classroom practices. Clear illustrations on this complex relationship will be further elaborated in Chapter 6.

2.9 A chapter summary

This chapter has set out the theoretical framework guiding the research. It started by reviewing identity in ELT as well as identity and teacher learning. It then focused on the sociocultural theory and its implication for understanding teacher learning. Owing to the fact that the EFL teacher identity in this study is conceptualized in relation to communities of practices (CoP) proposed by Wenger (1998), the key concept of CoP, the use of CoP to understand the EFL teachers' trajectory in the TESOL profession, and a critical evaluation of CoP were then elaborated. It became evident that the use of CoP alone is insufficient to understand the complexity of teacher's identity formation; hence, Tajfel (1978, 1981) social identity theory was also explained. The three facets of the EFL teachers' identities namely the personal, social and professional identities, and the processes of identity formation were then explored. The chapter ends with a discussion on the relationship between teachers' identities and their pedagogical practices.

Chapter 3

Methodology

3.1 Introduction

This chapter sets out to describe the research design of the study. In section 3.2, I first present the research setting and research questions. Then, I explain the research paradigm in section 3.3. Next, I clarify why a case study approach was chosen for this study in section 3.4. Participant selection is explained in section 3.5 and section 3.6 presents the main data collection procedures, which include semi-structured interview, classroom observation, field notes, stimulated recalls, teachers' reflection notes/talks, researcher's diary and document review. In section 3.7, I explain methodological triangulation, and this is followed by data analysis in section 3.8. Finally, the chapter ends with the ethical issues in section 3.9 and a brief summary in section 3.10.

3.2 Research setting and Research Questions

3.2.1 Research setting

This research was undertaken at KCU, an elite public university in Bangkok, Thailand. All undergraduate students in seventeen faculties at this university need to take three English compulsory courses offered by KCLI, the language institute where the participants of this study work. There are three teaching divisions at the language institute: Division of English for Social Sciences and Humanities, Division of English for Business and Division of English for Science and Technology, and the participants of this study are from different teaching divisions and are of different background and teaching experience (see further details in 3.3, the selection of participants section). KCLI offers over 20 English courses to undergraduates, but the classroom observations for this study were conducted in six English courses namely Activating English Skills, Business English Oral Communication (BEOC), Communication in Science and Technology, English for Academic Purposes I (Science), English for Economics, and Experiential English I. Because the purpose of this study is to explore the complex interrelationship between teachers' identities and their classroom practices, it was essential to gain rich and insightful data on the pedagogical practices, and observing each participant conduct their classes in different subjects provided me with invaluable information which in turn helped me answer the research questions set out for this study.

3.2.2 Research questions

Given the theoretical position taken as described in the previous chapter, this study aims to provide an answer to four main research questions

1. What are the factors that constitute the Thai EFL teachers' personal and social identities?
2. What are the factors that constitute the Thai EFL teachers' professional identity?
3. In what ways do the Thai EFL teachers' personal and professional identities influence their classroom practices?
4. To what extent do other external factors influence the Thai EFL teachers identities formation processes and their classroom practices?

3.3 Research paradigm

Based on the philosophical assumptions and methodological implications, different scholars classify educational research into many paradigms. Mertens(1998) defines a paradigm as a way of looking at the world through certain philosophical assumptions which guide and direct thinking and action. Guba and Lincoln (1994) explain that "a research paradigm guides the investigator, not only in choices of method but in ontological and epistemologically fundamental ways" (p.105). Ontology is concerned with what exists and the nature of the reality, whilst epistemology deals with the nature of knowledge and the relationship between the knower and the would-be known (Mertens, 1998). In any educational research, "epistemological and ontological questions are related because claims about what exists in the world imply claims about how what exists may be known" (Usher, 1996, p.11).

According to Bassey (2002) and Mertens (1998), research can be categorised into three major paradigms. Bassey (2002) explains the three research paradigms from which many educational enquiries are derived as positivist, interpretive and action research, whilst positivism/postpositivism, interpretive/constructivist, and emancipatory are the terms which Mertens (1998) used to categorise the three majors paradigms. These three principal paradigms represent different ways of looking at the world, which involve choosing different approaches to observe and measure the phenomena being studied (Neuman, 1994 as cited in Mertens, 1998).

In the positivist paradigm, reality is believed to exist 'out there' in the world irrespective of people, and it can be discovered by senses and observation. The discovery of the world reality can be expressed by factual statements explaining things, events and relationships between them. The purpose of research is to describe and understand the phenomena of the world which is perceived as rational, and to share this understanding with others (Bassey, 2002). Mertens (1998) asserts that "objectivity is the standard to strive for in this type of research; consequently, the researcher is advised to follow prescribed procedures rigorously to prevent values or biases from influencing the work" (p.10). Positivists usually seek to express their understandings in the form of generalisation. The data collected by positivists tends to be numerical and suitable for statistical analysis; thus, "their methodology is often described as quantitative" (Bassey, 2002, p.37).

In the interpretive paradigm, "reality is perceived differently from that of the positivist's view, for reality is a construct of the human mind. People perceive and construe the world differently, so there can be different interpretations of what is real" (Bassey, 2002, p.38). To the interpretivist, "reality is socially constructed" (Mertens, 1998, p.11). Researchers should attempt to understand the "complex world of lived experience from the point of view of those who live it (Schwandt, 1994, p.118). Denscombe (2003) further asserts that "interpretivists focus their attention on the way people make sense of the world and how they create their social world through their actions and interpretations of the world" (p.18). Interpretive researchers also reject positivists' view arguing that the social world can be understood in terms of casual relationships expressed in universal generalisations. To them, "human actions are based on social meanings which change through social intercourse". Unlike the positivism paradigm which views facts as theory-laden, "facts in this paradigm are value-laden" (Mertens, 1998, p.11).

The purpose of interpretive research is to understand the multiple social constructions of meaning and knowledge. The word 'hermeneutics' which is the study of interpretive understanding or meaning is sometimes used to describe work in this paradigm (Mertens, 1998). The data collected by interpretive researchers is usually verbal – fieldwork notes and transcripts of conversations; hence, "it is described as qualitative" (Bassey, 2002, p.38). Qualitative research covers a broad range of

approaches which are linked to different beliefs about what there is to know about the social world and how to find out about it. Although definitions vary, the aims of qualitative research are generally directed at providing an in-depth and interpreted understanding of the social world, by learning about people's social and material circumstances, their experiences, perspectives and histories (Snape and Spencer, 2003).

The action research or emancipatory paradigm is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations and institutions in which these practices are carried out (Carr and Kemmis, 1986). Action research aims to bring about critical awareness, improvement and change in a practice or setting; thus, it involves reflection, planning and action as key elements (Wellington, 2000). In this paradigm, theory is created not as an end to itself, but in order to advance practice. The topics of enquiry, methods of data collection, analytical techniques, and styles of presenting findings reflect the pragmatic needs of teachers. Because action research entails an intention to change action involving people, "it requires not only a strong ethic of respect for persons but also a democratic involvement of the people on whom it impinges" (Bassey, 2002, p.38).

Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves "the studied use and collection of a variety of empirical material- case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meanings in individuals' lives". Accordingly, qualitative researchers deploy a wide range of interconnected methods, "hoping always to get a better fix on the subject matter at hand" (Denzin and Lincoln, 1994b, p.2).

This research fits into the interpretive paradigm which aims to understand the multiple social constructions of meaning and knowledge. According to Mertens (1998),

"qualitative methods such as interviews, observations and document reviews are predominant in the interpretive paradigm" (p.11), and this coincides with the methods used for data collection in this study. Many different types of qualitative research are practiced in educational research, but this study is primarily designed based on a case study approach. I will discuss case study in greater details in the next section.

3.4 Case study

This research aims to explore the complex interrelationship between the Thai EFL teachers' personal, social and professional identities and their classroom practices; consequently, the nature of the study's inquiry fits into a case study approach. Duff (2008) states that case study is a type of research design and analysis, which Gall, Gall and Borg (2003) characterize as the 'most widely used approach to qualitative research in education (p.433). It is also referred to as a method, a "strategy" (Punch, 1998; Yin, 2003a). According to Cohen, Manion and Morrison (2007), a case study is "a method for learning about the complex instance, based on a comprehensive understanding of that instance obtained by extensive descriptions and analysis of that instance taken as a whole and in its context" (p.166). They further clarify that "contexts are unique and dynamic; consequently, case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships, and other factors in a unique instance" (Cohen, et al., 2007, p.253). Punch (2005) explains that "case study aims to understand the case in depth, and in its natural setting, recognizing its complexity and its context", and it also "has a holistic focus, aiming to preserve and understand the wholeness and unity of the case" (p.150). Denscome (2003) contends that one of the strengths of the case study approach is that it allows the researcher to use a variety of sources, a variety of types of data and a variety of research methods as part of the investigation.

In essence, Richards (2011) concludes that essential characteristics of a case study include the following: 1) case studies are bounded; 2) case studies are contextualized; 3) cases are studied in their natural context; and 4) case studies draw on multiple data sources. He explains that case study research, by definition, is focused on a single, relatively bounded unit, and from a methodological perspective, the size of the unit is not an issue. Generally speaking, "qualitative researchers are familiar with the demands of working with socially embedded phenomena and the need to relate these

interpretively to the broader contexts in which they occur". It is a fundamental tenet of a case study research that the phenomenon being researched should be studied in its natural context, and "in order to do justice to the complexity of the natural context, case studies typically draw on multiple data sources" (Richards, 2011, pp.4-9).

Case studies are the preferred strategy when 'how' or 'why' questions are being posed, when investigators have little control over events and when the focus is on a contemporary phenomenon within some real-life context (Yin, 2003). When this study was being conducted, I had little control over the events which took place in the EFL classrooms in a Thai university; thus, "the case study approach is particularly valuable and suitable for the nature of the study inquiry" (Hitchcook and Hughes, 1995, p.322 as cited in Cohen, et al., 2007, p.253). Richards (2011) divides relevant categorizations of case study into three types; number of case, orientation, and case type. In terms of number, "the most straightforward distinction is that between the single case and the multiple case", while the core distinction regarding the orientation is that "between *intrinsic* and *instrumental* case study£. The third way of thinking about a case study is in terms of its nature which can be classified as "*exploratory, descriptive* and *explanatory*" (Richards, 2011, pp. 10-11). Referring to Stake (1995) explanation on the two main types of case study; intrinsic and instrumental, an intrinsic case study is conducted when there is a "...need to learn about that particular case". On the other hand, an instrumental case study is a study on a case "...to understand something else" (Stake, 1995, p.3). Based on Stake's definition, I position my study as an instrumental case study. In Stake's (2005) view, multiple-case studies (which he also calls a collective case study) are instrumental in nature: "They may be similar or dissimilar, with redundancy and variety each important. They are chosen because it is believed that understanding them will lead to better understanding, and perhaps better theorizing, about a still larger collection of cases" (p.446). For this study, I investigated the processes of individual teachers' identity formation and their classroom practices in great depth, so each participant is considered a case. There are 6 participants in this study; hence, it is multiple-case studies of 6 EFL teachers in one language institute. To sum up, this research is a collective case study which is descriptive by its nature. I will explain how I selected the participants next.

3.5 Selection of participants

Researchers working within the interpretive/constructivist paradigm typically select their samples with the goal of identifying information-rich cases that will allow them to study a case in-depth (Mertens, 1998). According to Denscombe (2003), "qualitative research tends to adopt an approach to sampling which is based on *sequential discovery* of instances to be studied and which emphasizes the inclusion of *special instances* more than that of quantitative research" (p.26). These two features tend to lead qualitative researchers towards non-probability sampling strategies such as 'purposive sampling', 'snowballing' and 'theoretical sampling', rather than strategies based on principles of randomness and probability (Denscombe, 2003). In order to obtain rich and comprehensive data from the Thai EFL teachers to assist me in answering the research questions, I adopted a purposive sampling strategy to recruit the participants for this study.

In purposive sampling (non-probability sampling), researchers select the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. This means they build up a sample that is satisfactory to their specific needs (Cohen, et al., 2007). They further explain that "purposive sampling may satisfy the researcher's needs to recruit the participants; nevertheless, it does not represent the wider population". In addition, it is deliberately selective and biased. Thus, it is important to note that "the primary concern in this sampling method is to acquire in-depth information from those who are in a position to give it" (Cohen, et al., 2007, p.115). Denscombe (2003) affirms that one justification for non-probability sampling techniques stems from the idea that the research process is one of 'discovery' rather than the testing of hypotheses. In line with this, Ritchie, Lewis and Elam (2003) affirm that "the sample units are chosen because they have particular features or characteristics which will enable detailed exploration and understanding of the central themes and puzzles which the researcher wishes to study" (p. 78). Although 'purposive' selection involves quite deliberate choices, Ritchie, et. al (2003) argue that "it should not suggest any bias in the nature of the choices made. This is because the process of purposive sampling requires clear objectivity so that the sample stands up to independent scrutiny" (p.80).

Owing to the nature of my inquiry, I was aware that the data collection process would greatly demand the Thai EFL teachers' time, so employing purposive sampling to recruit participants seemed to be most appropriate. This is because this sampling strategy allowed me to carefully select the potential participants who had particular characteristics and were also willing to cooperate and participate in my study, and this in turn helped me obtain the data I need. Recruiting the participants required not only time to contact the potential participants to explain them about my research but also negotiations before they agreed to participate in the study. Before describing the participants in greater detail, I would like to state that I decided to use my work place as the setting of my study for a number of reasons. To begin with, reflecting on my previous teaching experience at this elite university made me become interested in investigating the complex interrelationship between teachers' identities and their classroom practices, so it is logical for me to choose the university where I worked as a research site. Moreover, the fact that I am one of the teachers who have been through the radical change taken place at the language institute helps me understand the context under investigation. A number of scholars i.e. Bogdan and Biklen (2003); Mertens (1998); Punch (2005) and Richards (2003) highlight the importance of gaining access to research sites; otherwise, the research cannot be carried out. Taking this into consideration, I believe that being a member of academic staff at KCLI would make it easier for me to gain access to conduct the field work. Lastly, I hoped that by conducting the field work at my own workplace, it might have raised some awareness among my colleagues about the extent to which their identities may influence their classroom practices.

For the purpose of this study, six Thai EFL teachers from three different teaching divisions at the language institute were recruited. Each of them had different educational background and teaching experiences, and this can be summarised in the following table.

Table 3.1: Profiles of the participants

Name*	Gender**	Educational Background	No. of years teaching experiences	No. of years working at KCLI
Wendy	Female	B.A. (a public university, Thailand) M.A. (a public university, Thailand)	25+	25+
Pam	Female	B.A. (a public university, Thailand)) M.A. (a state university, US.)	20+	20+
Angela	Female	B.A. (a public university, Thailand)) M.A. (a state university, US.) Ph.D. (a public university, Thailand)	8+	7+
Olivia	Female	B.Ed. (a public university, Thailand) M.A. (a public university, Thailand)	10	2+
Maggie	Female	B.A. (a public university, Thailand) M.A. (a public university, Thailand)	5+	5+
Susan	Female	B.A. (a public university, Thailand) M.A. (a public university, Thailand)	1+	1+

*All names are pseudonyms.
** There are 76 Thai EFL teachers at the language institute and only 7 of them are male. At the time of data collection, two male teachers took a study leave to do their doctorates, so there were only 5 male teachers who do not have the characteristics I sought in my research participants.

3.6 Data collection procedures

3.6.1 semi-structured interview

According to Punch (2005), the interview is one of the main data collection tools in qualitative research because it is a very good way of accessing people's perceptions, meanings, definitions of situation and constructions of reality. There are a number of different types of interviews, but in this study I chose to adopt what Cohen *et.al* (2007) and Kvale (1996) called 'semi-structured interview' to conduct both the pre/post classroom observations with my participants. Kvale (1996) defines this type of interview as 'a type of interview which has a sequence of themes to be covered as well as suggested questions. Yet at the same time there is openness to changes of sequence and forms of questions in order to follow up the answers given and the stories told by the subjects. A semi-structured interview is best suited to a case study because the researcher can adapt the main questions to suit people's complementary roles, and can explore their different perspectives in dept (Drever, 1995).

During the data collection stage (29th June -8th September, 2009), I conducted semi-structured interviews with all of the participants before observing their classes, and

the interview lasted for a minimum of 60 minutes. I followed the guided interview questions (see Appendix 1). For the interview venue, I reserved a small meeting room at the language institute to be used as a venue for the interview because I believe it is important to choose the venue where the participants' privacy is of best interest. With the participants' permission all the interviews were audio recorded. Regarding the language used for the interviews, it depended on the participants' preference, so some of them used English, whilst others use Thai (L1). The interviews helped me gain some ideas of their views towards teaching philosophy and ELT field in general. Furthermore, the interviews provided me invaluable data on their background and teaching experiences. The following issues were asked during the pre-observation interviews:

- their success in learning and teaching English;
- their views towards possessing a rich language capital;
- their perceptions towards being a teacher at an elite university in Thailand and their attitudes on the given reputation;
- their educational qualifications
- their discipline expertise, published work, and awards or any other form of professional recognition;
- academic title/professorship
- success in teaching English
- positive/negative feedback from students
- other responsibilities outside the language institute and involvement in research network, TESOL organisation and other relevant organisation in ELT field

In the post-observation interviews, I simply tried to obtain all the relevant data which could be useful, but special attention was paid to the following aspects: their teachers' opinions on the government HE policies, their compliance with the changing policy, and their views on how other external factors which influence their teaching practice. The interviews also took place in a small meeting room and all of them were audio-recorded. Due to time constraint, for some participant i.e. Angela who was my last participant, the post-observation interview was conducted after the stimulated recalls. To sum up, a semi-structured interview allows me to have a specific agenda to follow

and to select relevant topics and themes to pursue in advance. Cohen, *et al.* (2007) affirm that additional information can be obtained by probing the initial responses which gives richness to the data in order to reveal more about the interviewee's opinions and reasoning.

3.6.2 classroom observation

Classroom observation was useful in this study because, as Marshall and Rossman (2006) assert, this method of research entails researchers documenting and describing actions and interactions by noting and recording the behaviour of participants in a given classroom settings. Classroom observations allowed me to make notes regarding the participants' pedagogical practice. According to 'naturalistic enquiry', a 'fly-on-the-wall' classroom observation technique enables researchers to 'see what happens' and not influence normally occurring patterns of instruction and interaction (McDonough and Shaw, 2003, p.229). I tried not to intervene or participate in any classroom activities in order to avoid affecting the classroom usual atmosphere without my presence. I normally sat quietly in the back corner of the classroom and took detailed field notes. I used my observation field guidelines (see Appendix 3) to help me capture what I could see and note down my understanding as well as interpretation of what was happening in the classroom. If there were any salient points during the observation, I would highlight the points and asked my participants for further explanation when I conducted the post-interviews with them. The objective of classroom observation was to see how they actually transformed their views towards ELT and beliefs into real the teaching practice.

At the beginning, I planed to use the unstructured observation, but after piloting my research instruments in February, 2009 (see appendix 2 for further details on piloting research instruments). I realised that it would be more beneficial to follow a more structured observation approach. Thus, I used the following points as my foci during the observation: teachers' roles and positioning; teachers' use of language, teaching methodology employed, and the ranges of classroom activities (see Appendix 2, classroom observation sheet).

3.6.3 Field notes

Bogdan and Biklen (2003) define field notes as the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study. They further highlight that the successful outcome of a participant observation study in particular, relies on detailed, accurate, and extensive field notes. Moreover, field notes can be an important supplement to other data collection methods. They can provide any study with a personal log that helps the researcher to keep track of the development of the project, to visualize how the research plan has been affected by the data collected, and to remain aware of how he or she has been influenced by the data (*ibid.*, p.111).

In this study, I kept both the descriptive and reflective field notes. As the names suggest, descriptive field notes aim to provide a word-picture of the setting, people, actions and conversations as observed, whilst reflective field notes are the part that captures more of the observer's frame of mind, ideas and concerns (Bryman, 2001). The field notes were all written in English (see Appendix 9, example of field notes).

3.6.4 Stimulated recall

To serve the purpose of this study, stimulated recall was carried out to uncover the EFL teachers' rationales underpinning their pedagogical practices. According to Calderhead (1991) and Lyle (2003), stimulated recall involves the use of audiotapes or videotape of behaviours which are used to aid the participants' memory in recalling their thought processes the time of those behaviours. Hence, the video stimulus (in this case, cues provided from the classroom video) allowed the participants to relive again the teaching acts during the class duration. Following the explanation of the method, I planned to conduct the stimulated recalls the following day after observing the participants' classroom, but I found it was not feasible to do so in reality. This is because the classroom observation schedules were very tight and my participants were not always available. Nevertheless, I tried to enhance the rigour and validity of this research tools with the complement of the teachers' reflection talks. Three of my participants; Angela, Maggie, Olivia permitted me to video recorded their classes only twice for the three hours classes, so I had roughly about 6 hours of video data. Before conducting the stimulated recalls, I went through the all video files and selected certain episodes that I found interesting and asked the participants to recall and clarify

the rationales underpinning their practices. I was concerned about the fact that the participants might have forgotten about what they did in class since the stimulated recalls took place a few days after the classroom observations. To my surprise, the participants could remember all the details of what they did and some even select other episodes to support their explanation. So, this research tool proved to be very useful. Depending on the length of the episodes that needed to be clarified, the stimulated recall lasted between 15 -30 minutes. I wanted to video record the stimulated recall sessions, but most participants were not keen on the idea so I did not force them to do so. Audio-recording was used instead for the stimulated recall sessions. I will now move on to explain about teachers' reflections notes/talks which were also used to complement the stimulated recalls.

3.6.5 Teachers' reflection notes/talks

Whenever possible, I tried to get my participants to reflect on what they had done in class either in written or spoken form. At the end of each classroom observation, I would give my participants a teacher's reflection note to complete (see Appendix 4, example of teachers' reflection notes). Because I was highly interested in finding out the participants' perspectives and reflective accounts of their own classroom practices, the reflection notes aimed to facilitate me in obtaining the data I sought. In qualitative research, it is important to understand human behaviours in their social and material contexts, and understanding the meanings that people attach to their experience is highly essential (Snape and Spencer, 2003). With this in mind, I decided to use a teachers' reflection notes to help me obtain rich and insightful data regarding their perspectives and reflections upon their own classroom practices. After conducting a few classroom observations, I realised that my participants were extremely busy with other obligations, so they failed to complete the reflection notes. In addition, one of my participants expressed her preference to talk about her experience rather than to write about it. As a result, I changed the format from the written form to get the participants talk about the teaching practices, and this was done rather informally. At the end of the lesson, I would walk with the participants back to the language institute so I used this opportunity to get them to reflect on what they did in class. With the participants' permission, I audio-recorded the talks, and this informal talk usually lasted between 10-15 minutes. If there were any salient issues arising from the

reflection talks, I would follow up in the post-observation interviews, and I would note these interesting points in my research diary which will be elaborated next.

3.6.6 Researcher's diary

During the data collection process, I kept my research diary. Nunan (1989) sees a diary as a means of 'a first person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events'. Nunan further explains that diaries can be employed to monitor either the learning process or the teaching process or both. For this research, I used a diary as a means to monitor my research process. To be specific, I used a researcher's diary as a means to record the research activities which took place during the day and kept reflective accounts on the data collection processes. Depending on the nature of the activities taken place during the day, I usually went through either the interviews files or field notes before writing my diary (see Appendix 5, examples of my research diary). This helped me clarify what should/needed to be done in the further step. For example, by listening to the interviews I would find out whether I would need to probe some aspects for further clarification in the post –observation interviews or the field notes would assist me in focusing on specific scenario during the stimulated recalls so that I could understand the participants' rationales underpinning their teaching practices.

Although, a research diary may appear to be an informal/personal research tool, it could be an important source of data which provide a logical link for what have been collected through other instruments, and this will help the researcher gain better insights into the events under investigation. According to Mason (2002), it is necessary for researchers to consider whether the data are to complement each other, to be combined, grouped, and aggregated, and to contribute to an overall picture. She further highlights the importance for the data to complement each other ontologically, to be ontologically consistent and the integration must also be in an epistemological sense. Thus, I hope the use of multiple sources of data in this study will provide a coherent, convincing and relevant explanation and argument of the case under investigation.

3.6.7 Document review

According to Denscombe (2003), documents can be treated as a source of data in their own right--in effect as an alternative to questionnaires, interviews or observation. A number of scholars i.e. Bogdan and Biklen (2003); Cohen *et.al* (2007); Punch (2005) and Richards (2003) support the use of documents as a method in collecting data for a case study research. Punch (2005) states that both historical and contemporary ducuments are a rich source of data for social research. Using in conjunction with other data, "documents can be important in triangulation, where an intersecting set of different methods and data types is used in a single project" (Punch, 2005, p. 190). In this study, I reviewed a number of relevant documents to help me gain better insights into the context under investigation as well as other external factors which might have affected the participants' pedagogical practices. These documents include the Ministry of Education policies relating to Thai higher education institutions, the university plans, policies and mission statements, KCLI's plans, and mission statements, KCLI course syllabus of all the subjects which I had conducted the classroom observations, course materials including textbooks, in-house course book as well as supplements, artefacts and minutes of the meetings. I believe all these documents might have influenced the way in which my participants conducted their classes. I collected all the formal documents which were available and would use them to supplement the data which I had collected from other research instruments. This should help me provide a rich description of the case which is highly essential for a case study research.

3.7 Researcher's role

3.7.1 Co-construction and positioning

In qualitative research, the researcher is the primary source of data-gathering. It also becomes evident that knowledge gained from qualitative research is jointly constructed through the intersection of participants' actions/words with those of the researcher. Accordingly, Brodkey (1987) suggests that the researcher is 'not so much an eye-witness of the classroom, but rather the creator of its story' (p.112). However, a notion of 'data co-creation' or co-construction may be preferable, as the latter acknowledges the socially-mediated nature of knowledge, and also moves away from a sense that data 'waits to be uncovered'. Data are regarded here as providing one of many possible such constructions, in the awareness that "each telling [of a life] is

created for the specific occasion for that telling" (Weiler, 1992, p.41). Overall in this study, a position was sought which would enable a balance of the voices of researcher and participants, with the intent that participants' voices may "be heard the way they wish them to be heard" (Roberts, 1997, p.169), or as Sherman and Webb (1998) put it, so that experience can be understood "as nearly as possible as its participants feel it or live it" (p.7).

3.7.2 Insider/outsider

Hymes' (1982) analysis of researcher role in understanding social and linguistic practices in terms of insider and outsider status contributes another perspective to the research process. Whatever present, prior, or anticipated future relationships a researcher has with participants and to the institutional memory of the site will of course impact upon the research process. "Getting close enough, but not too close; retaining independence, but not hauteur, these are amongst the qualities which enable a positive relationship to develop amongst the researcher and the participants" (Forman, 2005, p. 113). Being one of KCLI academic staff, I held two roles of a 'former insider' before taking a study leave to pursue my doctoral study, and a 'current outsider' as I have been away for over 3 years. All KCLI executives know me, and this made gaining access to research site much more manageable. My role in this study might be seen as having benefited from being an association which could be described as high on longevity in a certain aspect, moderately high on intimacy with some participants who are both my colleagues and friends such as Angela, Maggie, Pamela, and Wendy, and low with the other two participants; Olivia and Susan whom I do not know since they joined KCLI after I took a study leave. An interesting space is thereby constructed, for longevity can facilitate the development of trust, and intimacy can facilitate openness and sensitivity, though neither of course predicates the other. That is within the research process, if researcher and participants know each other intimately, each party will by definition have shared 'private' views and feelings. Owing to the fact that research is designed to be made 'public', possible tensions can thereby be created between what is shared in the private sphere, and what can be made public.#

3.7.3 Reflexivity

Each research is unique and ultimately it is up to the individuals to determine what works best in their own circumstances. Owing to the fact that the researcher is the primary "instrument" of data collection and analysis, reflexivity is deemed essential (Glesne, 1999; Merriam, 1998; Russel & Kelly, 2002, Stake, 1995). According to Hammersley and Atkinson (1995), reflexivity refers to the fact that social researchers are part of the social world they study. Clegg and Hardy (1996) describe reflexivity as "ways of seeing which act back on and reflect existing ways of seeing" (p.4). "Reflexivity serves to render visible and problematise the researcher's own role in the research process" (Forman, 2005, p.114). Watt (2007) further asserts that "reflexivity is considered essential, potentially facilitating understanding of both the phenomenon under study and the research process itself" (p.82). In light of this, it means that reflexivity considers the involvement of researcher's experiences and contexts in relation to understanding participants. Taking this into consideration, when conducting my study, I was not merely observing the phenomenon or situations but immersing and engaging actively in a reflexivity process. Furthermore, my active role also involved selecting and processing the meanings considered important to the participants. Thus, the process enabled me to grasp an understanding of their behaviour in the total milieu in which in occurs, as well as being able to interpret this behaviour to the readers of the research.

Russel and Kelly (2002) argue that a number of scholars contend that through reflection researchers may become aware of what allows them to see, as well as what may inhibit their seeing. This entails careful consideration of the phenomenon under study, as well as the ways a researcher's own assumptions and behaviour may be impacting the inquiry. Whilst conducting the fieldwork, I kept a researcher's diary to help me reflect upon my actions and thoughts, as well as on the phenomenon under study. This diary in a sense acts as my reflective journal where I kept detail accounts of what had actually happened and how I felt. Throughout the whole process, what I found most illuminating was the way in which I conducted the interviews with my participants. Upon hearing their stories, I knew I was one of them as I also shared similar experiences in relation to English language learning trajectory, being a NNS and most importantly I am one of KCLI academic staff. In some respect, hearing my participants' stories echoed my own stories of being both language learner and teacher.

These awareness, reflection and sensitivity did not only help me understand my participants' experiences but also facilitated me in the way in which I made sense of the data, interpret and analyse them to help me answer the research questions set out for this study.

3.8 Methodological Triangulation

This study employed four key research tools namely semi-structured interviews classroom observations, stimulated recalls, and field notes in order to illustrate to what extent methodological triangulation could potentially strengthen both the validity and reliability of the study and also to confirm the emerging findings. Berg (2007) asserts that each method reveals slightly different facets of the same symbolic reality, and every method is a different line of sight directed towards the same point, observing social and symbolic reality. By combining several lines of sight, researchers obtain a better, more substantive picture of reality; a richer, more comprehensive array of symbols and theoretical concepts; and a means of verifying many of these elements. Berg (2007) explains that "the use of multiple lines of sights is frequently called '*triangulation*'" (p.5).

Methodological triangulation is defined as the use of two or more methods of data collection in the study of some aspect of human behaviour (Cohen et al., 2007). It can strengthen both validity and reliability by using multiple investigators, multiple sources of data, or multiple methods to confirm emerging findings (Silverman, 2001). Methodological triangulation, however, is not just about using as many different methods or sources of data collection as possible. The individual strengths and weaknesses of various methods must, first, be understood and secondly, the methods must be applied in such a way that these weaknesses are counterbalanced (Arkey and Knight, 1999). In this study, it is important to try to blend and integrate the use of the four key research tools by not simply designing a study that comprises distinct, mutually exclusive approaches, but by addressing issues from the semi-structured interview, salient points arose from the classroom observations, and field notes which needed further clarification during the stimulated recalls and post observation interviews. I will now move on to explain the conduct of data analysis.

3.9 Data analysis

In this section, I will explain the data analytical procedures which I employed to assist me manage the voluminous data obtained from the main data sources to manageable amounts for data interpretation. I chose to follow Marshall and Rossman (2006) guidelines which entail seven analytical stages: (1) organising the data; (2) immersing in the data; (3) generating categories and themes; (4) coding the data; (5) offering interpretations; (6) searching for alternative understandings; and (7) writing the findings. Yet, the process of qualitative data analysis is non-linear, daunting, time-consuming and complex. Mackey and Gass (2005) assert that in analyzing qualitative data, researchers often make use of cyclical data analysis. In fact, researchers usually engaged in some degree of analysing the data when they were doing their field work, but detailed analysis is conducted after the fieldwork is over. I will explain how I actually conduct the analysis next.

3.9.1 Organising the data

As many scholars have pointed out, one of the most crucial stages in conducting the qualitative data analysis is organising the data. Huberman and Miles (1994) suggest that " how data are stored and retrieved is the heart of data management.....". Berg (2007) further affirms that a clear and working storage and retrieval system is critical if one expects to keep track of the reams of data that have been collected; to flexibly access and use the data; and to assure systematic analysis and documentation of the data. Levine (1985), Wolfe (1992), and Huberman and Miles (1994) all argue that data management and data analysis are integrally related. There are, in fact, no rigid boundaries between them. In this study, the data consisted of (i) pre and post interview transcripts; (ii) classroom observation transcripts; (iii) stimulated recalls transcripts; (iv) teachers' reflection talks' transcripts; (v) teachers' reflection notes; (vi) field notes; and (vii) relevant documents. Additional data were in the form of research diaries, subjects' artefacts. There were altogether 11.5 hours of interviews, 56.5 hours of classroom observation, 7 hours of stimulated recalls, 1.5 hours of teachers' reflection talks, and field notes.

Bryman (2004) points out that one of the most significant developments in qualitative research in the last twenty years is the emergence of computer software that can assist in qualitative data analysis. This software is often referred to as computer-assisted (or

computer-aided) qualitative data analysis software (CAQDAS). Although CAQDAS removes many if not most of the clerical tasks associated with the manual coding and retrieving of data, I believe it is the researcher's responsibility to conduct the analysis. In this study, I used NVivo to help me manage the data in that I imported all the audio and video files, and teachers' reflection notes onto NVivo. I find NVivo was very useful in assisting me organise the data. As part of the organising data processes, I had to transcribe and translate the interviews, classroom transcripts, stimulated recall and teachers' reflection talks. Using NVivo made the daunting, mechanical transcribing tasks more manageable. Since some of the interviews, stimulated recall and teachers' reflection talks were conducted in Thai, I had to translate them from Thai to English. Owing to the fact that NVivo does not support Thai fonts, I decided to transcribe the Thai transcripts manually. I intended to use the hand-written Thai transcripts to cross check the accuracy of meanings, and they were also used for back-translation purposes.

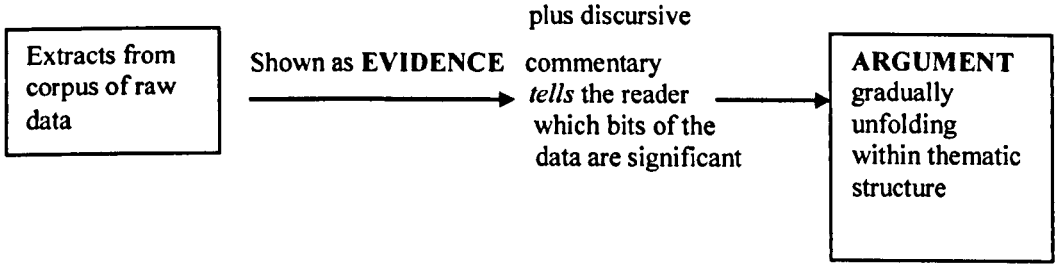
The translation and transcribing processes were rather time-consuming because I had collected such a large amount of data. I listened to all the interviews, stimulated recalls and teachers' reflection talks many times and decided to transcribe them verbatim in both languages. I also paid attention to some non-verbal cues such as pause, laughter and facial expressions since I believe these non-verbal cues convey some meanings that support the participants' point of views. After doing the manual transcribing tasks, I did the simultaneous translation from Thai to English for all the interviews, stimulated recall using Nvivo. For the teacher reflection talks, I only selected the parts which I find relevant and useful for triangulation purposes to be translated and transcribed. I did all the translation myself, but for the purpose of accuracy, and transparency, I sent the interview transcripts to the participants (in this case Maggie, Susan and Wendy) who agreed to look at them. All of them got back to me with their comments and I amended them accordingly. For the other three participants' transcripts; Angela, Olivia and Pamela, I asked my Thai friend who is a bilingual to check the translated version of the transcripts. For the classroom observation transcripts, there were altogether 56.5 hours of the audio files, but only 24 hours of the video files. I chose to do video- mapping for the video data. Prior to doing the video-mapping, I read the field notes many times and watched each video file at least three or four times. For the first time, I watched the whole video file to

get the overall picture of the lesson, and for the second time, I started to pay attention to the parts of the lessons which I find interesting and worth investigating in details. During this process, I read my field notes and research diaries to revisit my reflective accounts of the events when I was in the field. Then, I did the video-mapping and transcribed the selected classroom episodes. In the next subsection, I will describe how categories, themes and patterns were generated.

3.9.2 Generating categories, themes and patterns

For this study, I employed the inductive data analysis approach whose goal is generally for research findings to emerge from the frequent, dominant, or significant themes within the raw data (Mackey and Grass, 2005). Inductive data analysis is determined by multiple examinations and interpretations of the data in the light of research objectives, with the categories induced from the data. Mackey and Grass (2005) further state that "the framework for analysis is often shaped by the assumptions and experiences of the individual researcher" (p. 179). In generating categories, themes and patterns from the main data sources namely, the interview transcripts, classroom transcripts, stimulated recalls, field notes, I first examined the raw data and then looked for evidence to answer my research questions as well as to support my arguments as illustrated in the following figure:

Figure 3.1 : Using data to support argument



(Holliday, 2002, p.113)

Teacher identity in this study refers to three aspects namely, the personal, social and professional identities as illustrated in figure 2.2. When I first examined the raw data, I paid particular attention to factors which might have contributed to the participants' identity formation, factors that might have affected their pedagogical practices and

other contributing factors which influenced both their identities formation and classroom practices. Major categories, themes and patterns in relation to the Thai EFL teachers' identitiy formation include English language learning trajectories, level of English proficiency, self-identification, educational background and qualifications, ELT knowledge and expertise, research experience, definition of success in language teaching, involvement in ELT professional organisations, participation in INSET, KCLI reputation and status of university teachers. Further explanation as well as concrete examples will be provided in the next section.

3.9.3 Coding the data

When coding the data, I looked at threads that tie together bits of data by examining the relationship between each factor that contributes to the teacher identity formation and influences their classroom practices. Originally, I did some initial coding using Free Nodes and T-nodes features of the NVivo software. Whilst doing the initial analysis, I unfortunately encountered some technical problems as the EndNote programme installed in my laptop crashed with the NVivo. I had to reinstall everything and managed to retrieve some files, but not the latest version of the NVivo. Being such a low technology person, and with time limitations, I then decided to code the data manually. Concrete examples of the major categories, themes and patterns and sub-themes which are used to assist me in answering RQ1, and RQ2 can be summarised in the following table:

Table 3.2: Coding Map for EFL teachers' identity formation

Initial themes	Sub-themes
P1. Personal identity	P1.1 Language learning experience P.1.2 Level of English proficiency P 1.3 English exposure P1.4 Experiences living and studying in English speaking countries P 1.5 Success in learning and teaching English P 1.6 Views towards possessing rich English capital P 1.7 Others as related to teacher's personal identity
S2. Social identity	S2.1 Perceptions towards being KCLI teacher S2.2 Attitudes on KCLI reputation S2.3 Reasons underpinning the choice of profession S2.5 Status and social recognition of university teachers S2.6 Others as related to teacher's social identity
PF3.Professional identity	PF 3.1 Educational background/qualifications PF 3.2 Knowledge and expertise in ELT PF 3.3 Research experience PF 3.4 Published work PF 3.5 Supervisory roles

	PF 3.6 Academic title/professorship PF3.7 Awards or any other form of professional recognition PF3.8 Definition of teaching success PF 3.9 Other responsibilities outside KCLI PF 3.10 Involvement in ELT research network, TESOL organisation and other ELT professional organisations PF 3.11 Others as related to professional identity

To answer the first two research questions, I manually coded the interview data by using different highlighter for each theme. After the first attempt of coding, I took a few days break, printed out the clean interview transcripts, and recoded the data again to check my consistency, and this would enhance the transparency of my study. Then I compared the two sets of coding. After that, I started writing the findings which will be presented in chapter 4, 5 and 6. The same practice was applied when I looked for evidence to answer my RQ 3 and 4, but I dealt with larger sets of data including field notes, classroom transcripts, teachers' reflection notes/talks, stimulated recalls, course documents. Major themes and categories include teachers' beliefs and decision-making, teachers' roles and positioning, teachers' ELT knowledge and expertise, teachers' instructional strategies, national HE policies, KCLI curriculum and course syllabus, assessment practice, students' English proficiency and learning styles, and changing nature of ELT discipline. Due to word limitations, I cannot provide a full account of all the codes which I had used, but I believe the concrete example which I had previously explained should serve as a clear illustration on how I actually conducted the analysis.

3.9.4 Establishing trustworthiness of the study

One important consideration that a qualitative researcher needs to adhere to concerns the ability to achieve trustworthiness of the study. According to Guba and Lincoln in Marshall and Rossman (2006), trustworthiness involves conformity of the findings to several criteria such as "...their credibility, whether they can be transferred or applied to a different setting or group of people, whether they can be replicated an assurance that they belong to the participants". There are a number of different sets of criteria for evaluating qualitative research to achieve trustworthiness, but I chose to adopt the one proposed by Mertens (1998). She suggests five ways of judging the trustworthiness of a piece of qualitative research. This will be elaborated as follows:

1) Credibility

According to Mertens (1998), credibility is concerned with a correspondence between the way the respondents actually perceive social constructs and the way the researcher portrays their viewpoints. A number of research strategies can be used to enhance credibility. In this study, I used member checks and triangulation as a means to establish credibility. Mertens (2010) asserts that "member checks involve the researcher seeking verification with the respondent groups about the constructions that are developing as a result of data collected and analyzed" (p.257). My participants and my bilingual friend helped me check the transcripts for accuracy which is one way of member checking. Data were also obtained from number sources as previously described to provide evidence from a multiplicity of sources and this in turn enhances credibility.

2) Transferability

In order to enhance transferability, "it is the researcher's responsibility to provide sufficient detail including extensive, and careful description of time, place, context and culture to enable the reader to make such a judgement" (Mertens, 1998, p.180). In this study, I have attempted to provide a thick description of the context and background of the study, and I am convinced that the detailed explanations which I have provided can assist the readers in determining whether it can be applied in a different research, or setting. Marshall and Rossman (2006) also suggest that triangulation of data is another way of achieving this criterion. Taking this notion into consideration, I adopted numerous methods of data collection as previously described.

3) Dependability

Guba and Lincoln in Mertens (1998) identified dependability as the qualitative parallel to reliability. Reliability means stability over time in the postpositivist paradigm. In the interpretive paradigm, the researcher must acknowledge that change is expected, but it should be tracked and open to public inspection. "A dependability audit can be conducted to attest to the quality and appropriateness of the inquiry process" (Mertens, 1998, p. 184). Yin (1994) explains this process in case study research as maintaining a case study protocol that details each step in the research process (Yin 1994 as cited in Mertens, 1998, p. 184). Throughout the process of data collection and analysis, I kept my research diaries and wrote my reflective accounts of

all the modifications which were deemed significant. This researcher's diaries serve as a means to enhance dependability of this study.

4) Confirmability

Confirmability means that the data and their interpretation are not figments of the researcher's imagination. Qualitative data can be "tracked to its source, and the logic that is used to interpret the data should be made explicit" (Mertens, 1998, p.184). Guba and Lincoln (1989) recommend a confirmability audit to attest to the fact that the data can be traced to original sources and the process of synthesising data to reach conclusions can be confirmed. In this study, I kept detailed records of the data and wrote my reflective accounts describing the way in which I interpreted and analysed the data. I believe this practice can enhance confirmability of this research.

5) Authenticity

Authenticity refers to "the presentation of a balanced view of all perspectives, values and beliefs" (Stainback and Stainback, 1988 as cited in Mertens, 1998, p.184). Guba and Lincoln (1989) suggested that authenticity can be judged in terms of fairness, ontological authenticity and catalytic authenticity. In this study, I clearly identified the respondents and how information about their constructions was obtained, this justifies the fairness of the study. I used member checks to document changes in individuals' construction throughout the process, and this enhances the ontological authenticity.

3.10 Ethical issues

All social research involves ethical issues. This is because the research involves collecting data from people, and about people (Punch, 2005). According to Silverman (2005), when studying people's behaviour or asking them questions, not only the values of the researcher but also the researcher's responsibilities to those being studied have to be faced. That is, a researcher should respect the rights, interests, sensitivities and privacy of their informants and to avoid causing stress or feeling of intrusion of any kind (BAAL 1994, section 6.1). Punch (2005) asserts that ethical issues can arise in both qualitative and quantitative approaches, but they are more acute in qualitative approach because qualitative research often intrudes more into people's private sphere such as personal views and sensitive matters. As a researcher, I was aware of the potential ethical issue that could appear at every stage of my research process, and I had an obligation to respect the rights, needs, values and

desires of the participants. Thus, it was my best interest to ensure that the present study was conducted in accordance with the highest ethical standards.

This research was carried out in accordance with the ethical practice guidelines as indicated by the British Education Research Association (BERA) ethical guidelines for Educational research and the British Association of Applied Linguistics (BALL) Recommendation for Good practice in Applied Linguistics Student Projects as well as the Graduate School of Education (GSoE), Bristol University ethical procedures for research practice (see Appexdix 6, Ethics Form submitted to the GSoE Research Office). Although I planned to deal with any ethical issues as stated in the GSoE Ethics Form and followed other ethical guidelines as previously mentioned, there were a number of unexpected challenges. Prior to the data collection stage, I sent a letter to the Deputy Director of Academic Affairs to inform her about my research and ask for a formal permission to conduct the fieldwork. Then I started recruiting the research participants. The recruitment process was done quite informally because of the fact that I was one of the KCLI staff. This meant I carefully chose the potential participants and approached them individually. Then, I would inform them about the research aims and objectives, and how they would be investigated. I also assured them of anonymity and confidentiality of the information which they would provide. It is important to note here that I was very careful not to use my friendship with some of the potential participants to make them felt obliged to participate. Thus, all of the participants had sufficient time to decide whether they would wish to be involved in my research.

In addition, I made it clear at the outset that they could ask for further clarification about the data collection process and they had the total right to negotiate the extent to which they would feel comfortable to take part before agreeing to participate. For example, some of the potential participants did not feel at ease to be video-recorded in their classrooms, so they asked to choose the lessons which I could video-record. Owing to the fact that I had an obligation to respect the rights, needs, values and desires of the participants who were doing me a great favour, I accepted everything they proposed and tried to accommodate their needs. Once they agreed to participate, they were given a consent form (see Appendix 7) which stated explicitly that

participation was voluntary and they could withdraw from the study at any time they wish. The participants kept the original copy whilst I kept the duplicates.

During the participant recruitment process, I encountered some problems when one of the potential participants did not give me the exact answer whether she was willing to take part in my research. As opposed to telling me directly, she tried to avoid facing me and gave a number of excuses for her unavailability for the interviews. Knowing that I had to respect her rights, I simply gave her time to make a decision. After a few weeks of waiting, I decided to approach another potential participant who was my last participant, and I felt a little uneasy to approach her quite late in the data collection stage. This practice might be interpreted as if I did not have the same level of respect towards her as I did with my other colleagues, but it was not the case. It was essential for me to be honest but I could not share with my last participant about my other potential participant indirect refusal. This is because participants' decision not to participate should be respected. Nevertheless, I had to clarify the reasons for contacting her in a much later stage, and I used my participant selection criteria as a means to invite her to take part in my study. With this particular participant, I was fortunate that she was very cooperative and understanding. This incident made me become more aware of the ethical issues regarding participants' needs and desires, and as a researcher I had to respect them.

In the hierarchical society like Thailand, we have been brought up to respect people who are older than us, so I realised that it was not only the ethical issues which I had to deal with, but also the Thai values which highly respect the seniors. Whilst I was collecting my data, I was often asked by my senior colleagues who my participants were, and this put me under a real dilemma because I did not want to violate the participants' privacy and rights. On one hand, I had to follow the ethical guidelines concerning anonymity and confidentiality, but on the other hand I could not escape from facing the reality to answer. I compromised this by asking my participants' permission to reveal their identity when I was asked about my research participants. Yet, I disclosed only names which I had a permission to do so. When I was asked about further information i.e. how each of my participants conducted their classes, I would respond very briefly and positively and politely change the subject. This was

totally unexpected; nevertheless, I always ensured that my participants' rights, values, reputation and privacy are highly protected.

Before conducting the classroom observations, I checked with a number of colleagues who had conducted their field work in my university, the Deputy Director of Academic Affairs and the Deputy Director of Research Affairs about the consent form to students who would be affected by my research. That is the students in the class where I would conduct the classroom observations. I found out that ethical issues have not been taken seriously in my research setting as long as my research does not cause any harm to students. Consequently, I came with a conclusion that I did not need to give a consent form to the students, and only verbal explanation given to them at the beginning of each class was deemed sufficient. My participants also helped with this issue by reassuring their students about my presence in the classroom. This seemed to be a good practice. I later found out in the post-observation interviews that a small number of students expressed their anxiety and concerns with their teachers about being video-recorded. Although there were only 3 students who shared their negative concerns about being video-recorded, it was a good lesson for me to be more careful. Looking back, I should have given a consent form to all the students although it was not the common practice. Then, all the students would have better understanding of how the data will be used. Consequently, this issue would not have occurred. Finally, I was highly aware that my presence in classroom could have some adverse effect on the nature of the normal classroom practice. Consequently, I chose to stay for a longer duration to minimise the negative effects of my presence in the classrooms. It was obvious that some of my participants as well as their students were more relaxed and acted more natural in the later observations.

To sum up, these ethical guidelines serve as a safeguard against any threat to the participants in this study, and I strictly followed them throughout my research. I strongly believe that by conducting the research ethically, it reflects my responsibilities to colleagues and the academic community. As Cohen, et al. (2007) have highlighted 'the researcher is a member of a research community, and this brings ethical responsibilities'.

3.11 A chapter summary

In this chapter, I have addressed the research design of the study and explained the ontological and epistemological stances which guide the methodological choices and decision I undertook throughout the study. Methodological triangulation and the conduct of data analysis were also discussed in great length. I also described the ethical issues, challenges arose during the field work. Taken together, the discussions in this chapter should form a firm basis for understanding various claims, findings and conclusions which will be presented in the next three findings and discussion chapters.

Chapter 4

Thai FEL teachers' identity formation

4.1 Introduction

This chapter is divided into six main sections. In the first section (4.1), I provide an overview of the chapter. Then I examine the factors that influence the participants' personal identity formation in section 4.2. Section 4.3 discusses the way in which other factors such as the language institute's reputation, the status of university teachers, and the social norms of teaching profession in a Thai society contribute to how the Thai EFL teachers construct their social identity. In section 4.4, I discuss a number of attributes namely their qualifications, knowledge and expertise in the ELT field, research experience, definition of success in teaching, professional recognition, and involvement in the ELT professional organisations which affect Thai EFL teachers' professional identity formation, and the focus of this section is on the interplay of each attribute in shaping the participants' professional identities. Finally, the chapter ends with a concluding section presenting a brief summary of the main findings in 4.5.

4.2 EFL teachers' personal identity

This part of the chapter explores how Thai EFL teachers construct their personal identities. Owing to the fact that our sense of self influences the way we see the world, shapes our experiences, perceptions, and understanding, it seems logical to start my discussion with the processes of teachers' personal identity formation. According to Wenger (1998), our identity is formed through participation as well as reification, and our membership constitutes our identity which is something we constantly renegotiate during the course of our lives. He further explains that identities are formed amid the 'tension between our investment in the various forms of belonging and our ability to negotiate meanings that matter in those contexts.' To set a parameter to serve the purpose of this study, I will discuss the aspects of the participants' personal identities in relation to the TESOL profession only. This does not mean I totally disregard other related factors which might have shaped the individual teacher's personal identity; nevertheless, the central arguments lie on the attributes which greatly influence their personal identity formation in the context of ELT profession. From the interview data,

it shows that the participants' language learning trajectories and their English proficiency greatly influence their personal identity formation. Yet, I wish to point out at the outset that it is impossible to make a clear distinction between each factor because each of them is interrelated and complementary in shaping the way in which the participants construct their personal identities. I will now elaborate each factor in greater detail.

4.2.1 English language learning trajectories

Referring to the Wenger's idea arguing that identity formation is a dual process of identification and negotiation of meanings, identification means the investment of self in building associations and differentiations, and it is reificative in that we identify, or are being identified, as belonging to socially organized categories and roles (Wenger,1998). Following this line of thinking, I explore the processes which the participants have gone through in order to identify themselves as competent users of English which is perceived as a minimum requirement for them prior to being accepted to work as English teachers at government universities in Thailand. Before reaching the proficiency level to be classified as competent English users, the participants had to study English extensively in both formal and informal institutional settings and their learning trajectories play a significant role in shaping the way in which they can define themselves as someone who has high English proficiency.

Looking from a broad perspective, one might make an assumption that all the participants should have similar English language learning trajectories in that they followed the same conventional, compulsory educational system until they completed their undergraduate study in Thailand. Nevertheless, there are a number of factors contributing to the individual differences in their learning trajectories. The participants of this study are of different ages; thus, their language learning contexts vary according to the teaching approaches dominantly employed at the time when they studied English, as well as the availability of the teaching and learning resources including the multimedia and technology. In addition, the extent to which each participant is exposed to English contributes significantly to their language development. This can be further clarified as follows:

Excerpt 1

> W: [...]I simply studied English through the typical educational system. I did everything that I was required to do as a student. When I was growing up, we didn't have these advance technology or the interactive multimedia resources [...] Things were much more simple and traditional. The emphasis was more on accuracy, [...] At Triamudom, we had strong English curriculum and very good teachers. [...] I had good English background. Then, I passed the entrance exam to study in an English major at the Faculty of Arts.
>
> (Wendy, Original in English, Int. 1, 3:42.4-5:58.9)

Among the 6 participants, Wendy [W], who is in her early fifties, is the most senior. So with the limited English resources at the time when she studied in the 1970s, her language learning tended to be restricted to the formal classroom settings. Wendy's language learning trajectory is different from other participants who are in their late twenties or early thirties. Nevertheless, Wendy had made a gradual, satisfactory progress throughout her formal study. The Faculty of Arts, where Wendy did her undergraduate study sets the highest university entrance score for admission for the social science disciplines, so students who get accepted to study at this faculty are perceived as outstanding. Besides, the English major is considered the most competitive major in the faculty. Consequently, Wendy's achievement in passing the entrance exam to study in an English major at the Faculty of Arts was a good indication of her satisfactory English proficiency level.

Despite the limited English exposure outside the classrooms at the time when Wendy did her formal education in the late 1970s, Wendy was a successful student because she graduated with a second class honour which is considered as an excellent academic achievement. Her satisfactory level of English could be justified from the fact that she got accepted to work as an English teacher at this prestigious university, and she was able to conduct the class in English as illustrated in the next excerpt.

Excerpt 2

> "After I graduated, I started teaching English at this university, and we had to conduct the class in English. I remember having to a great amount of time on the preparation, but I could manage it. Although I didn't' have much chance to use English outside classroom when I studied, I was able to speak English without any difficulties."
>
> (Wendy, Original in English, Int. 1, 6:24.3-7:12.9)

As previously stated, each participant's language learning trajectory is unique, even though they followed the same compulsory education and graduated from the same faculty. For example, Wendy, Angela [A] and Susan [S] did their undergraduate

study at the Faculty of Arts, but they have slightly different language development prior to entering the university. Among the three of them, Angela, who is now in her early thirties, had greatest exposure to English outside the formal classroom settings because of the availability of English resources both at school and home. Due to the emergence of communicative language teaching (CLT) approach in the late 1970s, Angela's language learning experience has been greatly influenced by the use of CLT as a dominant teaching approach at her school. This has shaped not only her language learning trajectory but also her views towards English teaching in general.

Excerpt 3

A: Since the very beginning, I had great exposure to English. Because both of my parents were in tourism industry, I would say that I was always surrounded by English. [...] I also went to and English church. I started listening to the English sermons even before I could understand English. I didn't understand the English sermons at first, but eventually I understood them.

J: Are you saying that you have great exposure to English since you were very young?

A: Yes, I would say so, and it really helped me become passionate about English. My parents were very supportive and they provided me a lot of learning resources at home. I watched English TV programmes, read many English short stories, newspaper etc. I studied at Materdei School which has a good reputation for English teaching. I studied listening and speaking skills with native speakers teachers who used CLT approach. I had good English foundation when I finished high school. Then, I passed the entrance exam to study at the Faculty of Arts. I studied English as my major and got mostly A for all the English subjects.

(Angela, English translation, Int.1, 2:59.6-5:06.8)

From excerpt 3, it can be inferred that the participants' places of upbringing and the schools where they attended play a vital role in shaping their language learning trajectories. Generally speaking, students in a capital city seem to have better opportunities to develop their English proficiency in that they have better language learning resources. Students who attend elite schools which have strong academic reputation tend to be more privileged because they study English with highly qualified teachers as illustrated in excerpt 1 and 3. Prior to entering the university, Wendy studied at an elite secondary school, which has long been regarded as one of the best secondary schools in Thailand, whilst Angela went to an elite private school, and both of them are successful language learners. For the six participants, Angela, Maggie, Pam and Wendy were born, raised and educated in Bangkok but Oliver and Susan were from upcountry. Olivia [O] was brought up in a province in Southern Thailand, whilst Susan [S] was born and educated in a province in Northern Thailand. The

following excerpts reflect the language learning experiences of students who studied in provincial schools.

Excerpt 4

> O: From memory, the English classes in my junior high school were very typical, traditional because that we had to do a lot of reciting, memorising. There was nothing fun nor interesting. [...] I started to like English when I studied in the senior secondary school in Nakhon Sritammarat. I had good English teachers and the school also had good resources. [...]I was an active student but I didn't have any opportunity to use English outside classrooms. Well, in fact, I hardly spoke any English, I just listened to teachers. [...]
>
> (Olivia, English translation, Int.1, 0:00.0-3:24.7)

Excerpt 5

> S: I studied in a nearby school and followed the typical formal educational system until I finished M.6. In a province like Nakhonsawan, I didn't study with native English speaker teachers at schools, and teachers even used Thai in English classes. I didn't have much exposure to English outside classrooms. [...] and teachers used Thai in English classes too. My English was just okay, but studying at the Faculty of Arts really changed my life. [...]
>
> (Susan, English translation, English translation, Int. 0:00.0-5:42.6)

From the interview data, it becomes obvious that the participants' formal education played an important part in shaping their language learning trajectories, and it also affects their self-identification in terms of their language proficiency and this will be further clarified in the next part of this section.

4.2.2 English proficiency

Having a good English proficiency is an essential quality for an English teacher, particularly at the tertiary level of education. Prior to being accepted to work as an English teacher at KCL, the participants had to go through the selection processes. These include written exams, teaching demonstration and interview. The applicants have to take the written exams aiming to measure their English proficiency and ELT knowledge. If they score over 75%, they will be invited to do a teaching demonstration in a normal classroom with the presence of the selecting committees. Besides taking the written exam, the applicants are required to read some text to be audio-recorded and assessed by the international staff at the language institute. Then, the interview will be scheduled if the teaching demonstration meets the satisfactory standard. If the applicants' overall performance reaches the acceptable criteria, they will then be recruited to work as an English lecturer.

From the selection processes, it can be inferred that teachers at KCLI should have good English proficiency, yet this reflects upon how individual teachers perceive their own level of proficiency. Generally speaking, the teachers at KCLI are competent English users; nevertheless, the individuals' self-perception regarding their English proficiency depends largely on the way in which they assess their English proficiency in relation to a very 'advanced level' or 'native-like' proficiency. As previously mentioned, the participants' formal education had a strong influence on their English development, and this was clearly illustrated when asking them to define their proficiency level.

Excerpt 6

> S: The first year at the Faculty of Arts was a real turning point in my life. We had a NS teacher, and the class was small [...]. Most of my classmates graduated from very good schools [...], so their English proficiency was exceptionally high. In my first year, I felt intimidated because most of classmates spoke really good English, and I remember writing down in my diary that it would take me another 10 years to be able to speak English like them. [...] But in the second year, we studied Elementary of Spoken English [...] I rewrite in my diary that it wouldn't take me 10 years [...] My speaking skills started to improve and I was nearly as good as my friends. [...] So, I made a big progress. [...].
>
> (Susan, English translation, English translation, Int. 6:43.9-8:52.3)

Excerpt 6 illustrated how Susan's undergraduate study helped her improve her English proficiency, particularly her speaking skills. Despite her English setback when compared with her classmates, she obtained a very high GPA of 3.8 which means she got mostly A's in all the courses she enrolled. Owing to her limited English exposure when she studied in the upcountry, she did not possess a good speaking skill. But once she has learnt the key principles about spoken language, she can make significant improvement in her speaking skills. In general, Susan was an outstanding student and she was the top student in her class. The fact that she passed the national entrance exam to study at the Faculty of Arts reflects her strong background knowledge in all the key subjects being assessed in the exam. This can be implied that she had good English background in grammar structure and reading skills which are the main emphasis in the secondary school English curriculum in Thailand. For Susan, she was pleased with her progress and highly valued her learning experience at the Faculty of Arts in enhancing her English proficiency. Maggie, on the other hand, seems to be less content with her English proficiency as presented as follows:

Excerpt 7

> M: [...] I would see myself as an average student. I went to a government school, so my English background wasn't as good as those who came from private schools or top public schools. [...] My English grades were just okay, not excellent. I didn't get all A's. [...] I just graduated with a second class honour. [...] I would say that my English proficiency in all the four skills is very much the same, just above average [...] but I like speaking and listening. Though I like speaking, my fluency can't be compared with those who studied or lived abroad for many years. [...]
>
> (Maggie, English translation, Int.1, 0:00.4-2:39.0)

Maggie views herself as an average student, and the fact that she studied at a government school and graduated with a second class honour might contribute to this self-identification. Besides, the reputation of the institutions where the participants did their study might have some effect on the way they view their intellectual ability. Maggie did her undergraduate study at the Faculty of Liberal Arts, considered the second rank in the Social and Humanities discipline, so she does not see herself as an outstanding student. When she referred to 'those who had lived or studied abroad for many years', it can be implied that she thinks any Thai who has lived or studied in an English speaking country for many years should acquire the 'native like fluency' and can be regarded as an 'advanced user of English'. Thus, the fact that she compares her speaking skills with those who lived or studied abroad for many years suggests that she measures her English proficiency against an 'advanced level'. In the next excerpt, it was obvious that Maggie's educational background and her views towards having an opportunity to use English in a real context play a pivotal role in her self-identification as an average student.

Excerpt 8

> M: Well!, for me I passed the entrance exam to study at the Faculty of Liberal Arts, which was my second choice. I knew that I wasn't as good as some of my friends, so I worked hard. [..] I always paid attention in class, did all the required work, spent extra time trying to improve my English skills like using the laboratory at the central library. But when compared with my friends who had a chance to go abroad, I couldn't express myself like them. Even now, I'm just doing fine. [...]
>
> **J: What about your graduate study at the Faculty of Arts? Did it help you improve your English?**
>
> M: Yes, but I think it's different from having the opportunity to study or live abroad. Well!, I have enough knowledge to teach, but I can't say that I have the real expertise in English. [...]
>
> (Maggie, English translation, Int.1 5:13.4-7:23.5)

Excerpt 7 and 8 clearly show how Maggie's perception of the desirable English proficiency affects the way in which she defines herself. Maggie's self-identification

in terms of English proficiency affects her enactment of teacher's roles and this will be explained in Chapter 5. Reflecting upon my experience dealing with all the participants throughout my field work, I believe that the individuals' personality greatly influences their self-identification. As an illustration, Olivia and Pam do not graduate from the Faculty of Arts, but they seem to be less critical when reflecting upon their language learning experience and proficiency. Due to the social perceptions of the universities' ranking, the entrance examination system in Thailand might have some adverse effect on the Thai students' perceptions of their intellectual abilities when they first start their undergraduate study, yet these perceptions tend to change positively throughout the course of their study. Pam also identifies herself as an average student; nevertheless, she went to the US for her graduate study and this helped her gain more confidence with her speaking and listening skills.

Excerpt 9

> P: I did my B.A. at a public university, and English was my major. After that, I went to the US to do my M.A. in TESL at University of Illinois, Urbana Chaimpaign.
> **J: Why did you choose to study English as your major?**
> P: It was more about the fact that I personally like English. [...] I would say my grades were okay, and I would rank in the middle. [...] I feel that English was easy because it didn't require much recitation like other subjects.
> **J: What did you do to improve your English proficiency?**
> P: [...] I could speak English very well, but my writing wasn't that good. [...] I like listening to other people talk, and I also enjoy talking to native speakers. [...] I watched a lot of television when I was in the US. [...] I also worked part-time as a dormitory clerk, and it was such a great opportunity to practice my English. [..]
>
> (Pam, English translation, Int.1; 0:00.4:16.6)

The above excerpt illustrates Pam's confidence in her speaking skills resulting from her extensive exposures to English when she was in the US and her own preference towards the speaking and listening skills. Whilst the formal education plays a key role in developing the participants' English proficiency, the exposure to English is another crucial factor contributing to the participants' language development. The greater exposure they have, the more proficient they become. The English exposure can be in various forms. For example, in Olivia's case, she had extensive exposure to English when she started teaching at the private secondary school in Bangkok after completing her BA.

Excerpt 10

> O: Looking back, I didn't have many chances to speak English. It wasn't until the last year of my undergraduate study when we had to be interviewed by our teachers. At the end of the interview, the teacher told me that my English is good enough to speak. [...] I

> love listening to English songs, I think this helps with my speaking skills. [...] I think I develop my English mostly through work. [...]Once I started teaching, I worked with foreign teachers. [...] Besides conducting the class in English, I had to communicate with all the staff in English. After a few years, my English has improved significantly. [...] Last year, I went to teach at Fresno College in the US and it was my first time ever abroad. People made very positive comments on my speaking skills. They said I speak very good English and find it's hard to believe it was my first time in the US.
>
> (Olivia, English translation, Int 1;5:34.5-7:29.5).

Of all the six participants, Maggie and Susan are the two participants who have limited experience using English in the English speaking countries. Maggie only went overseas for holiday, whilst Susan just recently had a chance to attend a conference in Hong Kong for 10 days. Nevertheless, these two teachers perceive their English proficiency differently. Referring to Excerpts 6 and 7, Maggie assesses her English proficiency with an advanced level standard, and from the way she expressed herself throughout the interview, it seems that she classifies her proficiency in the upper-intermediate level. This might be contradictory to what others might view her English proficiency. On the contrary, Susan is very content with her progress and even proud of her achievement as illustrated next.

Excerpt 11

> **J: Besides studying with NS teachers, what other English exposures did you have?**
> S: I still didn't have much exposure outside classrooms. I just recently got a chance to go abroad, to Hong Kong to attend a conference [...] considering the fact that I've never been to any English speaking countries, I think I am doing very well. I am pleased with myself because I live my whole life in Thailand. So, being able to communicate in English like the way I do now is something I consider quite a real achievement. I am proud of myself.
>
> (Susan, English translation, Int.1; 17:50.1-20:30)

Thus, I wish to highlight again that self-identification is very individual issue and it affects the way in which each participant fulfil their teaching roles which will be further elaborated in Chapter 5.

4.3 EFL teachers' social identity

In this section, I will explain how other external factors namely the reputation of the language institute (KCLI) and the status of Thai university teachers affect the Thai EFL teachers social identity formation. Pennington (2002) affirms that teachers of English to speakers of other languages must develop a type of identity that aligns them with their profession and with the specific contexts in which they teach, and this can be regarded in general terms as a specific type of social identity. According to

Tajfel (1978, 1981), social identity is the part of a person's self-concept which incorporates the three elements of: 1) awareness of being a member of a certain social group or groups; 2) the values associated with that membership; and 3) the affect, or strength of feelings, associated with that membership. Taken all the three elements as proposed by Tajfel (1978, 1981) into account, I will now clarify how being a member of the prestigious language institute, the well-respected status of Thai university teachers influence the participants' social identity formation.

4.3.1 The reputation of the language institute

KCLI, the language institute where the participants work, is considered one of the most prestigious language institute in Thailand. Its main mission is to serve the English needs of students at a Thai elite university. With a commitment to be excellent in both teaching and research, the language institute performs a variety of functions (see 1.4.1 for details). Because of its various roles and functions, KCLI becomes widely well-recognised and accepted among ELT practitioners in Thailand. It also has a good reputation and this gives the teachers at this language institute a unique status within the country. As previously mentioned in 4.2.1, KCLI is well-known for its lengthy and demanding recruitment processes for its Thai academic staff, and this can be implied that KCLI teachers should have good English proficiency and possess a substantial ELT knowledge. Referring to Tajfel's definition of social identity, it seems that the participants' membership of the language institute plays a key part in not only how they perceive themselves but also how others in the society view them. This resonates with Wenger (1998)'s idea that one's identity lies in the way one talks or thinks about oneself, and the way others talk or think about one. This will be illustrated further in the following excerpt.

Excerpt 12

> A: [...] I feel privileged to be a teacher here because I get a chance to work with outstanding, knowledgeable colleagues and teach top students of the country. In a way, I find that being a teacher here gives me a good status. When people know that I work here, they often praise me by saying something like 'You're so smart, or you must be very intelligent' etc.
>
> **J: So how did you feel?**
>
> A: Well!, I appreciate their good comments [she had a big smile], but I know it's because of KCLI reputation. When I did my PhD, I gained good respect me from both teachers and classmates, and they valued my opinions. This might be partly because I am a teacher here. [...] I think you understand that in general we gain respect and recognition because we're teachers at this university. [...]
>
> (Angela, Int. 1, English translation; 3:54.6 - 5:58.7)

It was obvious that Angela realised that being KCLI member gives her a notable status within the profession and the general society. Besides, she has a positive view towards her membership, and she is aware that the respect and recognition she gains is due to KCLI's reputation. It seems to me that this awareness motivates Angela to try her best to maintain this well-established reputation, even though she did not state it explicitly. When she talked about how others respect and recognise her as a language institute teacher, her overall body language was positive and she even had a big smile on her face. Those non-verbal clues which I could observe during the first interview signify her total acceptance of the status given to her, and she was also comfortable with it. From our ongoing dialogues throughout the fieldwork, I could see that Angela is proud of being one of the faculty members of this prestigious university. In order to feel at ease with this 'social categorisation', it reflects that Angela believes she has all the qualities required to be a faculty member, and she deserves such status and recognition. This self-identification is very important in teacher identity formation process because 'identity entails more than being recognised as a certain kind of person and it is not only connected to internal states but also to performances in society (Gee, 2001). Following Gee's idea, it is logical to infer that Angela's membership to KCLI specifies her roles and duties as an EFL teacher at this elite university as expected by both the institution and the society at large, and this membership is the key essence in her social identity formation.

Maggie, Olivia and Susan are also aware of the fact that their KCLI membership gives them a unique status within the local ELT profession. Their views towards being a teacher at KCLI provide a good illustration of Tajfel (1982) explanation of social identity. He affirmed that 'social identity is a combination of those social categories which defined his or her place in society and which had been internationalized to define the self, together with their value and emotional significance attached to that membership'. Maggie, Olivia and Susan expressed positive opinions towards their membership as follows:

> " When I knew that I got accepted to teach here, I was very happy. I told you that I never think of myself as someone who is exceptionally outstanding, so being accepted to work here was a good start for my teaching career. [...]"
>
> (Maggie, English translation, Int.1, 3:54.6- 5:38.7)

> " [...] Well!, honestly speaking, [...] I'm more concerned about fulfilling my roles as a teacher. But I do admit that people respect me because I teach here. When someone asks me where I work, once they know they often make positive comments."
>
> (Olivia, English translation, Int.1,36: 42.7 -36:54.5)

> "[...]I used to work as a part-time teacher here and I really enjoyed it. So, when there was an opening position, I didn't hesitate to apply. [...] I was always proud to be a student at this university and now I'm both proud and happy to be one of the university faculty members"
>
> (Susan, English translation Int. 1, 15:37.7-17:17.4)

It is important to strike a note of caution that these teachers' views on their membership of this prestigious language institute reflect the general public's perspectives on the university rankings, reputation and status. In Thailand, status can be determined by age, job, education, family name and social connections (Soontawn, 1985). KCLI is attached to one of the best Thai university, so KCLI teachers earn a high social status in Thailand. This in turn defines their place within the society, and it also helps them define themselves as EFL teachers. Nevertheless, the emotional significance attached to that membership varies among all of the participants. This is because self-identification is such an individual issue. Thus, each of them values their KCLI membership differently.

Referring to the previous excerpts, it was obvious that Angela and Susan feel proud and privileged to be a teacher at KCLI. From my understanding, I believe that the fact that both of them graduate from the Faculty of Arts of this prestigious university helps them form a stronger emotional attachment to the institute. Although Maggie did her MA at the Faculty of Arts, she stated that she felt stronger emotional attachment to the university where she did her BA. Besides, Maggie resigned from KCLI in 2004, and only recently joined KCLI again in October, 2008. Thus, it might take her some time to establish some emotional attachment to the language institute.

It might be too simplistic to claim that all the KCLI teachers who graduate from this university have the same level of self-identification and emotional significance attached to the membership to the language institute. For example, Wendy who did both of her B.A. and M.A. at the Faculty of Arts holds opposing views from those of Angela and Susan.

Excerpt 13

> **J: How do you feel about being a teacher here?**
> W: I don't know. I just do my job. [she laughed after saying this]
> **J: As an organisation, KCLI is still considered as a prestigious one, so how do you feel about being a teacher here?**
> W: You cannot ask someone who has been here all her life this question, because more or less things become very much the same. But I acknowledge that our institute is well-recognised, and has good reputation.
>
> (Wendy, Original in English, Int.2; 27:03.8 -28:10.0)

Wendy has been teaching at KCLI for over 25 years, so it is understandable that she might not consider her membership to the language institute as privileged as the newer teachers. Her laughter could be interpreted that being a teacher at KCLI is not greatly significant to her at that stage of her teaching profession. This might be because Wendy has established a solid sense of self through her many years of teaching. As an illustration, this can be compared with how Wenger (1998) explained Ariel's identity formation as a claim processor. In my view, throughout her teaching profession, Wendy has formed her identity as an EFL teacher through engaging in the actual practice, negotiating in the course of teaching various courses and students, and interacting with colleagues and other ELT practitioners. Without her own awareness, her social identity is shaped by belonging to the language institute as a community of practice.

Pennington (2002) maintains that it is essential for TESOL teachers to create and enhance: (1) a sense of awareness of being a member of various groups; (2) a specific and positive set of attitudes and values related to their group memberships; and (3) feelings of solidarity, loyalty and commitment to these groups. Consequently, social membership is a key essence in the social identity formation as previously illustrated through participants' views on their membership to the language institute. I will now move on to the next part to clarify how the status of Thai university teachers shapes the participants' social identity.

4.3.2 The status of Thai university teachers

Like most other Asian cultures, Thai values are more or less influenced by Confucianism. Thais have a very high respect for parents and the elderly. Children are taught from childhood to follow the advice of their elders. Familial respect and respectability is extended to respect to authority in a Thai hierarchical society.

Traditional Thai culture places a very high value on learning; thus, teachers are highly respected and are typically considered as being knowledgeable and authoritative (Nguyen, 2009). Generally speaking, teachers are highly respected in Thailand owing to the extraordinary cultural respect for the profession (Teaching in Thailand, 2002). In Thailand, status is generally connected with government positions, so Thai people would rather work as a government employee in order to gain status. Traditionally, parents tend to encourage children to join government service so that they will gain status (Soupap, 1980). When compared with primary and secondary schools teachers, university teachers obviously earn higher social status and gain better recognition within the country. The status of government officer and university teachers seems to positively influence the participants' decision on their career path once they completed their tertiary education. For example, when Pam completed her MA from the US, she applied to work as a flight attendant at Thai Airways, and as an English teacher at the language institute. Unlike other countries, flight attendant has long been one of an ideal career for many new Thai graduates because of its attractive salary, travelling opportunities and other fringe benefits, and Thai Airways is considered a leading public company. This might explain why Pam wanted to work as a flight attendant. After going through all the selection processes, she got both jobs, but her father convinced her to choose the teaching profession. She explained this in the following excerpt:

Excerpt 14

> P: Well, first of all my mother was an English teacher. Though I didn't really think much of the influence at the time, it might have been the case. When I applied for a teaching position here, I also applied for a fight attendant position at Thai Airways. I got both jobs, but my father kind of forced me to work here. He believed that working as a university lecturer is more secure. And of course, this is a prestigious university.
>
> (Pam, English translation, Int. 1,11:05.9-12.24.3)

The Thai family is a form of hierarchy with parents at the top, and children are taught to honour their parents (Soontawn, 1985). Thus, parents are highly respected by their children and their opinions greatly influence their children's life in many ways. In excerpt 14, Pam stated explicitly that her father forced her to choose a teaching career because he is more concerned about job security. It is interesting to note how the fact that Pam's mother was an English teacher might subtly aspire her to become a teacher herself. This reflects the parental influence's on her career choice. In my view, the

university reputation also plays a part in prompting her father to force her to take the teaching position. Similar stories were raised by other participants when talking about their career choices in the following excerpts.

Excerpt 15

> A: [...]I also got accepted to work as an English lecturer at the language institute at another university, I decided to work here because of many reasons. [...] I'm more familiar with this university [...]I think this language institute has better reputation, and the university is also regarded as the best one in our country. [...] My parents, like most parents I believe, also wanted me to be a lecturer at this university. [...]
>
> (Angela, English translation Int. 1, Time span 3:54.6 - 5:58.7)

For Angela, neither of her parents are teachers, but she chose to be a teacher because it is more about career's choice after completing her MA in TESOL. Referring back to excerpt 15, although Angela mentioned that familiarity is one of her reasons for choosing to work at KCLI, it seems that the university reputation was a dominant factor influencing her decision with her parents' approval. Angela started working at KCLI in January, 1999, and took a study leave from 2002-2006 to do her Ph.D in EIL at the Faculty of Arts.

Excerpt 16

> **J: You were an outstanding student, so why did you choose to work as an English teacher?**
> S: A lot of people have asked me why I hadn't chosen to work as a flight attendant [...] It has never been appealing to me.[...] My parents are secondary school teachers, so I know that they have to do many other things besides teaching. I love teaching, but I don't want to work at a secondary school. [...]When I got accepted to work here, my parents were very happy. Their only daughter is one of the faculty members here. [she had a really big smile] [...]
>
> (Susan, English translation, Int. 1, Time span 15:37.7-17:17.4)

Susan, who is her mid-twenties, is considered as modern generations. These days, working as a government officer is no longer a preference among young graduates. Nevertheless, Susan, who graduated with a first class honour, chose to be a teacher at a government university. From my ongoing conversations with her, it was obvious that she loves teaching and is passionate about English. She started doing English private tutorials when she was in the sophomore year. Yet, she does not want to teach at the primary or secondary school levels. This might be due to her knowledge of the excessive workload of teachers at the secondary level from observing her parents who are secondary school teachers. From excerpt 16, it was clear that her parents were

very pleased that Susan got accepted to work as an English teacher at KCLI, and it is undeniable that the good status of university teachers might be the key reason for Susan's decision to work as an English teacher at this public university.

According to Weedon (1987), social identities are dynamic, and individuals belong to many different groupings in society; therefore, they have multiple identities or subjectivities which vary across situations and time as they enact a variety of roles. Since this study aims to investigate the complex interrelationship between the Thai EFL teachers' identities and their classroom practice, my discussions are merely centred around factors affecting the participants' social identity formation in relation to their prominent social categorisation as an English teacher. I wish to end this part by highlighting the importance of understanding identity as being linked to a social context, and each context is unique. Thus, the factors influencing the participants' social identity formation are context-specific. To me, all the participants share similar processes of social identity formation in that they are attached to the same institution, and have the same social status within the Thai society. Nevertheless, the extent to which this membership affects how individual teachers enact their teaching practices varies significantly, and this will be explained in Chapter 5.

4.4 EFL teachers' professional identity

In an attempt to understand the complex interrelationship between the Thai EFL teachers' identities and their pedagogical practice, it is crucial to explore how these teachers construct their professional identities. I argue that professional identity is the most important aspect of teacher's identity in that it greatly influences the way in which teachers enact their roles and classroom practices. Varghese (2006) defines teacher professional identity in terms of the influences on teachers, how individuals see themselves, and how they enact their profession in their settings. Following this line of thinking, from the interview data, it shows that the participants' qualifications, ELT knowledge and expertise, research experience, definition of teaching success, and professional recognition and involvement in ELT professional organisations are key influential factors affecting the way they see themselves as EFL teachers, and how they enact their teaching practice at KCLI. Tsui (2007) affirms that professional identities are multidimensional or multifaceted, and this explains why professional identity formation is such a complex process involving multiple layers of different

interrelated factors. Hence, there are a number of interrelated factors contributing to the professional identity formation which is a gradual process taking place throughout the course of teachers' profession. I want to interject a point of caution that it is not always possible to clearly delineate one factor from the others when discussing about professional identity formation. Thus, the discussion of educational qualification in relation to the construction of professional identity, for example, overlaps with the discussion on the knowledge and ELT expertise and also with the discussion on professional recognition. I will first begin with clarifying each aspect contributing in greater details, but will point out along the way the interlinking for some of factors with the others.

4.4.1 Educational qualifications

The interview data illustrates that participants' educational qualifications play a pivotal role in their self-perception and self-categorisation as someone who has both good English proficiency and sufficient ELT knowledge to be qualified as an English teacher. Their educational qualifications not only help them define themselves as knowledgeable teachers but also give them confidence in performing their teaching practices. One might argue that the educational background should contribute more to the personal identity side of these teachers, but for the participants in this study, their qualifications link very closely to their knowledge and expertise within the TESOL profession. In fact, their qualifications tend to dominantly influence how they see themselves as an English teacher in a university.

In general, educational qualification is an essential attribute that a person must have before entering the teaching profession. To be eligible to apply for a teaching position at KCLI, the applicants need to hold at least a master's degree in English, linguistics, applied linguistics or English language teaching from an educational institution in Thailand, the USA, Canada, the UK, Australia or New Zealand. In terms of educational background, the participants of this study can be classified into two subgroups: one with a degree in ELT, and the other without the ELT degree. Angela, Olivia and Pam's educational qualifications fall into the first category, whilst those of Maggie, Susan and Wendy fit into the second category. The participants who did both their undergraduate and graduate study in English, linguistics or literatures like Maggie, Susan and Wendy are aware that they need to learn more about language

learning approaches and teaching methodology so that they can better fulfil their roles and responsibilities. These can be illustrated in the following excerpts:

> "I studied English and literatures, so I didn't know much about language teaching. [...] In fact, I've learnt how to teach from the actual practice. In my second year of working here, I attended a one-month teaching certificate course for teachers, and I find it was very useful [...]"
>
> (Maggie, English translation, Int. 1, 2:09.5-5:02.7)

> "[...] I kind of prepared myself when I applied for a teaching position here. I was very aware of my lack of knowledge in teaching methodology because my BA and MA study focused more on linguistics. I knew I need to have some background knowledge about teaching. [...] I read some books to help me prepare myself for the written exam [...] Now I still refer to books if I want to know something. [...] I didn't' attend any training course, but I try to attend talks, trainings, workshops, conferences whenever I can."
>
> (Susan, English translation, Int.2, 0.00.6-2:12.5)

> " You see, when I first started teaching, I was assigned to attend many training courses because I didn't study language teaching. I think the executives might want to increase my knowledge in ELT. Some of them were useful, but some were not applicable [...]
>
> (Wendy, original in English, Int.1, 7:52.4-9:35.2)

The participants who did their master's degree or doctoral degree in ELT, on the other hand do not have these setbacks. Moreover, they expressed positive comments on the knowledge they gained from their formal education. For example, Angela who did her MA in TESOL in the US stated that " *[...]The courses which I did at Michigan were very good and practical. I've learnt so much about the theoretical aspects of the field, and I liked the practicum course because I got a chance to teach real students. [...]*". Other participant like Olivia also highly values her MA study in TESL. She commented that " *Although I did learn some basic teaching principles for my B.Ed. (English), I found the MA programme was very useful. After a few years of teaching, it was very good to broaden my knowledge in the field and to learn more on the theoretical sides. It helped me reflect on my past teaching and provides me with solid knowledge to be a better teacher [...].* Pam's views on her MA in TESL in the US were also very positive. She highlighted that *"I really suffered during my MA study in Illinois, but the knowledge I gained was useful for my teaching."*

Based on the participants' views on their qualifications, it is obvious that the educational background acts a core foundation affecting how the participants perceive themselves in relation to their capabilities to be an EFL teacher, and their formal education links closely to their ELT knowledge and expertise which will be discussed next.

4.4.2 ELT Knowledge and expertise

According to Tsui (2007), there are two important sources of identity formation. The individual recognizes that he or she possesses competence that his or her community values, and the individual is given legitimacy of access to practice. These two sources are dialectically related. Recognition of competence valued by a community and legitimacy of access to practice is mutually constitutive. In this respect, competence here refers to the ELT knowledge and expertise which is considered a prerequisite attribute for an English teacher. KCLI recognises the participants' competence, and legitimates their access to practice by assigning them to teach the English courses according to their knowledge and expertise which they obtain from their formal education and working experience. For example, Angela is under the Division of English for Business because of her previous working experience as a business news translator when she completed her B.A., and her individual project in teaching speaking skill when she did her MA in TESOL. Angela is assigned to teach EAP courses such as 'English for Economics, Business English for Oral Communication, or Advanced Business English for Oral Communication. During the year 2004-2006, Angela took a study leave, and she did her Ph.D. research in testing listening skills. Upon resuming her position, she stated that her colleagues acknowledge her knowledge and expertise in Testing and Assessment as she pointed out in the following excerpt:

Excerpt 17

> A: Things are more demanding [...]both at work. People recognise that I have a Ph.D., so they will assign me to do some work which they think I can do it. I also do more work in Testing and Assessment. I was asked by the EIL programme to help checking research instrument for master students. Last semester, I gave a tutorial for the Testing and Assessment course. I also teach 'Assessment and Testing' for the 'Teaching Certificate Course' [...]
>
> (Angela, English translation, Int. 141:43.7 - 44:02.6)

It was clear from excerpt 17 that Angela's formal education enhances her ELT knowledge and expertise. After completing her PhD., Angela was assigned to do more research related works as well as teaching advanced courses such 'Teaching Certificate in ELT' in which she teaches 'Assessment and Testing' unit. In addition, last semester, she was invited to give a tutorial session for master and doctorate students at the EIL programme. Angela was also appointed to be the assistant to the deputy director of the research department after obtaining her PhD. These extended

roles also reflect Angela's strong knowledge and expertise in ELT as perceived by the institution. This in turn provides her with a robust sense of professional identity.

The recognition of teachers' knowledge, experience and expertise also applies to other participants. Olivia's previous teaching ESP courses for Architecture students at another public university is recognised and valued by KCLI. Thus, she is under the Division of English for Science and Technology, and she has been teaching a number of EAP courses in this division. In addition, she was appointed to be a course coordinator for a new oral communication course for Science students. For this new course, Olivia had to act as the head of the material writing team, and this is a good indication of how her knowledge is valued and recognised at KCLI.

Wenger (1998) maintains that learning and the development of expertise occur through the practice and experience of teaching. Thinking, knowing, believing and doing are enacted in classroom contexts is a way that cannot be separated from identity formation, and both involve the induction of communities of practice. All of the participants belong to the KCLI teaching community, and they learn how to perform their teaching roles through engaging in practice. For a new teacher like Susan, when being asked about 'how do you learn to become a teacher?', her responses was "*I learn by myself, little by little. I mean, I learn from the actual practice*". Her views resonate with Wenger's concept of learning and development of expertise. Clandinin and Connelly (2004) also support this idea by stating that 'practical knowledge is gained via experience, and is 'personal, context-bound, and includes implicit knowing'. It is important to bear in mind that the nature of identity means that it is continuously co-constructed in situ, using many resources including personal biography, interactional skills, knowledge, attitudes, and social capital (Miller, 2009). This means, these in-service teachers have a repertoire of resources they can deploy and 'test' as they negotiate and build their professional identities in the ELT profession in Thailand and in the institutional contexts as KCLI. In the next part, I will explain how research experience shapes these participants' professional identity formation.

4.4.3 Research experience

KCLI strongly encourages teachers to conduct research in all aspects of ELT, and one of KCLI aims is to be a leading institution in ELT research in Thailand. Moreover, research experience is a key requirement for professional advancement when applying for academic title. The university itself also enforces a strict regulation regarding research practice which is applicable to new teachers, and this means they are required to conduct research study and publish at least two articles within the first five years of their teaching. For the participants in this study, Maggie, Olivia and Susan fall into this category as they have been working at KCLI for less than 5 years. When I asked them about their research interest and how they feel about being forced to conduct research, their views are articulated as follows:

> " [...]I only did a small individual project for my MA, so I don't know how to go about doing research. Although, I attended a number of trainings, I still find it's quite difficult. I have some ideas to do an action research on students' interaction, but haven't started it yet. To me, research takes a lot of time. I'm aware of the requirement, so I have to do it. Otherwise, my contract won't be renewed."
>
> (Maggie, English translation, Int. 2; 5:40.9-6.15.7)

> "[...] I know that I have to conduct some research, and have some publications. In a way, even I did some research for my M.A. thesis, it's not that easy to find the time to do so. But to respond to your question, I think I will do something on teaching methodology because I want to know what works, what doesn't, or anything in SLA area."
>
> (Olivia, English translation, Int.1; 1:10.1-1:12.5)

> "Honestly speaking, I'm kind of aware of the requirement, but when I look around, most of my colleagues who started in a roughly similar time haven't started doing anything that academic yet. So, it's a little comforting. But if I've to do research, I think I'll do classroom-based research [...]. Since now I'm a teacher here, I need to put less emphasis on the linguistic part."
>
> (Susan, English translation, Int.2; 5:40.9-6:55.5)

All these new teachers stated explicitly that they need to comply with the new regulations in order to secure their positions at KCLI. Olivia and Susan seem to be less apprehensive about having to conduct a research when compared with Maggie. This shows that Maggie's lack of experience in research adds extra tensions and worry for her. Throughout the fieldwork, I noticed that Maggie was actively involved in all the in-service trainings, talks and seminars. She said to me that *"I need to catch up with so many things during the time that I quit teaching. I'm trying to regain my language skills and knowledge in the field"*. In this respect, Maggie is reclaiming her professional identity, but I will talk more about what she did to achieve this in the next chapter.

Of all the six participants, Angela seems to have the greatest experience in doing research studies in ELT. After completing her Ph.D. research, she received funding from the university to conduct a number of research studies which were extended from her Ph.D. research. Yet, Angela is still not very confident with her research skills. She stated this in the following excerpt.

Excerpt 18

> "At the moment, I want to conduct more research studies on assessment which is an area that our language institute is trying to encourage teachers to do more research studies. Doing more research will give me more experience in this field. As our testing expert is going to retired, it becomes essential for the three of us who did our PhD in testing to gain more knowledge and expertise. But none of us are comfortable or confident to supervise graduate students. I'm confident to give lectures in 'Testing and Assessment', but being a supervisor is a bit too much and too soon for me [...]
>
> (Angela, English translation, Int.1; 59:02.1-1:03:17.5)

The above excerpt clearly illustrates Angela's motivation in conducting more research studies in the testing and assessment field. Angela herself is highly interested in testing and assessment, and KCLI is also in real need of a testing expert. The latter reason prompts Angela to enhance her knowledge and expertise in this area. What I find illuminating about the above excerpt is the expectation of Ph.D holders. Obtaining a PhD is considered one of great academic achievement; nevertheless, having a degree is not simply a means to the end. In order to gain sufficient knowledge and confidence to act as a supervisor or lead a research project, it does take time, efforts and investment. In essence, having research experience also gives professional recognition, which will be clarified in the next section.

4.4.4 Professional recognition and definition of success in teaching

The research evidence suggests that there is a close relationship between professional recognition, definition of success in teaching and the way in which the Thai EFL teachers construct their professional identity within the institution and the TESOL profession. Professional recognition does not confine only on awards, or academic titles. In this respect, it can also be interpreted simply as being recognised, respected, and valued for their knowledge and expertise within the institution. As previously discussed in 4.4.2, possessing the ELT knowledge and expertise which is recognised and valued by a community, and having a legitimacy of access to practice does influence the way in which the participants of this study construct their professional

identity. This reflects the interrelated natures of each contributing factor shaping the identity construction. In this section, I further argue that obtaining an academic title and having other responsibilities besides teaching the KCLI undergraduate courses is a clear indication for their discipline expertise and research experience. For example, at the time when I was doing my field work, Wendy was an assistant professor. Of all the participants, she was the only teacher who has her own elective course entitled "Reading English through Fictions". At KCLI, only teachers who hold a doctoral degree, or have an academic title can submit a proposal to offer an elective course. After a lengthy process of reviewing the course outline, core teaching materials by KCLI academic board, an approval of the elective subject will then be granted. Hence, the fact that Wendy has her own elective course indicates some degree of professional recognition within KCLI. In addition, obtaining an academic title is being recognized and valued within the academic community. This in turn enhances teachers' professional confidence. The following excerpt will depict the participants' incentive in obtaining the academic title.

Excerpt 19

> A: [...]I do think about applying for the assistant professor in the next two years, but I have to be realistic and set a priority. [...] My immediate plan is I aim to finish writing up a research report which I had just finished collecting the data in the next two months. I can then use the report as part of the requirement for applying for the title. [...] I see it as a gradual process, like we are climbing the ladder. I will be assigned more responsibilities so I need to make sure that I have sufficient knowledge and skills to do the tasks, but it's not that easy. [...]
>
> (Angela, English translation, Int.1: 40:36.4-41:44.7)

Excerpt 20

> W: [...] at first people might do it because they want to step up because we have salary range.[...]if you belong to one group just a normal instructor, you got stuck at one level. But if you become an assistant professor, you can step up to one more level. [...] I'm now working towards the associate professor title, but I'm not doing it for the sake of salary. I just want to show people that there're many ways we can teach English to our students. I strongly believe that if we let our students choose what they want to learn, it will accelerate their learning success. [...]
>
> (Wendy, original in English, Int.1:42:08.2-46.00.0)

Since the ultimate goal of language teaching is to assist students succeed in their language learning, teachers' definition of teaching success to a certain extent affect the way in which the Thai EFL teachers construct their professional identity. This means the teachers' sense of fulfilment and success played a role in the way in which

they see themselves as competent EFL teachers at KCLI. Their views are articulated as follows:

Excerpt 21

> P: [...] I'm always pleased to see my students engage in the activities I chose for them. I mean it's worth all the time and efforts. Last semester, one of the teachers here approached me and said students in my section did very well in the written exam. She said that it showed students were imaginative and could really master the language skills. To me, that's more than a reward. I mean, my efforts really pay off. I want my students to really master not the language, not just simply pass the exam. [....]
>
> (Pam, English translation, Int.2, 23:21.2-24:17.0)

Excerpt 22

> S: [...] my source of fulfilment comes from observing students' reactions in class. I know that their grades are important to them, but for me as a teacher, I'm happy if the class goes smoothly and students have fun while learning new thing at the same time. So, if time allows, I always try to use activities in class. I like to create positive and relaxing learning atmosphere, and I think it will help students learn better. It's a win-win situation for both, I enjoy teaching and they find learning fun and enjoyable too.
>
> (Susan, English translation, Int.2,12:47.1-14:04.2)

Owing to space limitations, I cannot provide a full account on the way in which the participants' involvement in the TESOL professional organisation affects their professional identity construction. Yet, I feel that it is essential to state that all of the participants are Thai TESOL members. Owing to the fact that KCLI regularly organises national and international conferences, all of the participants are actively involved in all these activities which can be regarded as one form of professional development. This in turn enhances their professional confidence and commitment. To sum up, if identity is a key influencing factor on teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness, then investigation of those factors which influence positively and negatively, the contexts in which these occur and the consequences for practice, is essential. This in turn will help us gain better insights into teachers' professional lives and provide them with appropriate resources which will promote their professional development during the time of a rapid change in the ELT field.

4.5 A brief summary of the chapter

In this chapter, I present the main findings on the factors constituting Thai EFL teachers' personal, social and professional identities. Based on the data derived from the semi-structured interviews conducted with six Thai EFL teachers, the participants

of this study, several key factors affecting their identity formation throughout the course of their profession are identified. The findings firstly suggest that the participants' language learning trajectories and their English proficiency contribute significantly to their personal identity formation. Secondly, the reputation of the language institute where the participants are attached to, the status of lecturers at elite government universities, and the fact that teachers are highly respected in a Thai society play a pivotal role in the way in which Thai EFL teachers construct their social identities. Finally, their qualifications, knowledge and expertise in the ELT field, research experience, definition of success in teaching, professional recognition, and involvement in the ELT professional organisations greatly influence their professional identity formation. These key findings are interrelated and context-specific, and reflect a complex nature of identity formation, and they also resonate with the notion that our identities are transformational, transformative, context-bound, and constructed, maintained and negotiated via language and discourse (Varghese, *et.al*, 2005, p.21).

Chapter 5

Thai EFL teachers' identities and their classroom practice

5.1 Introduction

In this chapter, I will discuss how the Thai EFL teachers' identities influence their classroom practice. It is vital to state at the outset of the crucial fact that identifying the close interrelationship between the EFL teachers' personal and professional identities and their classroom practice is not a simple and straightforward task. This is because identity is such an abstract construct which subtly influences and transforms the teachers' pedagogical practices. Miller (2009) asserts that whatever teachers know and do is part of their identity work, which is continuously performed and transformed through interaction in classrooms, or in other words teachers enact their identities as they engage in practice (Wenger, 1998). In light of this, I will categorise the key findings drawn from classroom observation, field-notes, stimulated recalls, semi-structured interviews, and reflection notes/talks into four themes: 1.) teachers' beliefs and decision-making; 2.) teachers' roles and positioning; 3). teachers' ELT knowledge and expertise; and 4.) teachers' instructional strategies.

Based on the key findings, this chapter is divided into 6 sections. To begin with, I will provide an overview of the chapter in section 5.1. Then, I will discuss how the EFL teachers' beliefs about language teaching and learning shape their classroom practice which also entails their decision-making in section 5.2. Section 5.3 will explain the extent to which the EFL teachers' roles and their positioning in relation to their students, the institution (KCLI) and the ELT profession influence their choice of pedagogy. Next, I will explore how the teachers' theoretical and practical knowledge and their expertise in the ELT field affect their teaching preparation and the actual classroom practice in section 5.4. After that section 5.5 will describe how the EFL teachers' personal and professional identities shape and transform their instructional strategies throughout the course of their profession. Finally, the chapter ends with a brief summary of the key findings providing the answers for RQ 3 in section 5.6

5.2 Teachers' beliefs and decision-making

In this research, my view of identity stems from a sociocultural perspective in which a person's identity is shaped and negotiated through everyday activities. Teacher may talk about who they are in terms of their actions or teaching practices (Enyedy, *et al.*, 2005). Richards and Lockhart (1994) point out that teaching is a very personal activity, and individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching. Consequently, any language teaching practice reflects the individual teachers' collective beliefs and decision. Richards (1998) affirms that a primary source of teachers' classroom practices is belief systems—the information, attitudes, values, expectations, theories, and assumption about teaching and learning that teachers build up over time and bring with them to the classroom. In light of this, I find it is logical to firstly look at how teachers' beliefs and decision-making shape their pedagogical practice. Yet, it is vital to note here that identity is not merely a checklist of stable traits or reducible to a set of beliefs. On the contrary, identity combines psychological constructs such as beliefs with sociological constructs of practice (Drake, Spillane, & Hufferd-Ackles, 2001). I also want to strike a note of caution that some of the discussions might seem to be overlapping owing to the interrelated nature of various factors influencing the EFL teachers' pedagogical practice. As an illustration, when discussing teachers' beliefs, it is inevitable to mention about their roles, their classroom practices or vice versa. To me, this clearly reflects the complex and multi-dimensional nature of teaching.

5.2.1 Teachers' beliefs

Richards (1998) contends that teachers teach within the context of a framework of beliefs that shape their planning and interactive decisions, and teachers' belief systems shape the way teachers understand teaching and the priorities they accord to different dimensions of teaching which is drawn from their experience and understanding as well as their personal principles and beliefs about good teaching. When asking the participants of this study about their teaching philosophy and some of their key beliefs about language teaching and learning, all of them stated that their beliefs serve as a key factor which has a great impact upon the way in which they approach teaching and conduct their lessons. This can be illustrated in the following excerpts:

Excerpt 1

> J: What are your reasons for choosing any particular teaching approach?
> P: Beliefs.
> J: Can you clarify a bit more?
> P: Well, my teaching reflects my beliefs about teaching and learning. [...] I have faith in learner-centred. [...]
>
> (Pam, English translation, Int.1; 20:11.2-20:33.8)

Referring to excerpt 5.1, I was surprised to hear such a short response from Pam, which was contradictory to the way she responded to my previous questions. She answered with a firm voice signifying the importance of her beliefs in guiding her pedagogical decisions and how she actually conducts her classes. She further elaborated how her beliefs about language teaching and learning permeates into all aspects of her teaching which include the teaching preparation, the actual classroom teaching and her reflection after classes. In the above excerpt, Pam stated that she has faith in the learner-centred approach, and the data from the classroom observation revealed that the teaching methodology and classroom activities in her classes were carefully planned and implemented to accommodate the learner-centred approach (see Appendix 4, a sample field-notes of Pam's classroom). Another participant, Maggie also emphasizes the significance of her beliefs in guiding her pedagogical decisions and instructional practices as follows:

Excerpt 2

> M: I simply use the technique or approach that I think will work. I use anything that helps my students learn, and understand the lessons. In a way, whatever I do in class kind of reflects my beliefs about language teaching and learning. I didn't study teaching as my major, so I've learnt to teach from my past teaching experience, attending talks or seminars. I talk to other teachers and learn good techniques or tips from them. I also reflect on my own language learning experience. [...]
>
> (Maggie, English translation, Int.1; 5:14.4-6:27.5)

In excerpt 2, Maggie whose major was in literature and linguistics expressed that whatever she does in class aims at helping her students understand the lessons, and this in my view is the ultimate goal of teaching. She explicitly stated that her classroom practice reflects her beliefs about language teaching and learning. This excerpt reveals that Maggie's beliefs derived from her teaching experience, the knowledge she gained from the in-service trainings at KCLI and her past experience as a language learner, and this is in line with Richards' (1998) and Klapper's (2006) arguments on the sources of teachers' beliefs as previously discussed in 2.8. Another

experienced teacher like Wendy also conducts her classes based on her beliefs about language teaching and learning as illustrated in the following excerpt:

Excerpt 3

J: You have been teaching for over 20 years, so could you please tell me some of the rationales underpinning your teaching?
W: Well, it's not easy to answer this question because I've been teaching for far too long. With experience, I need to take many things into consideration, and there're things which I have to accept and adapt. [...] But I strongly believe that students need to be involved. I always tell my students that when they learn a language, it's important that they answer questions because they will remember their answers. So, trial and error will help them learn. I don't want them to simply listen to me and wait for me to give them knowledge. If they just listen, I wonder how much they will learn. I want them to gain something when they come to class.

(Wendy, English original, Int.2; 8:04.8-8:41.8)

In excerpt 3, Wendy articulated her strong beliefs in students' involvement in their learning, and the data from classroom observation also showed that Wendy often asked questions in class. She used a number of techniques to elicit answers from her students. If they could not answer her questions, she would simplify the questions or give them more clues. In some cases, she even encouraged her students to respond in Thai. In our ongoing dialogues, she insisted that she will not be the only person who does all the talking in class. The following classroom transcript taken from Wendy's EAP Science class will show that there is a high degree of correspondence between Wendy's expressed beliefs about students' involvement in their language learning and her classroom practice.

Excerpt 4

[Wendy went over the exercise on classification on page 41.]

W: Most activators fall into three types: pneumatic, hydraulic, and electirc. This one column should be used. On page 36, when do we use column? [she paused for 10 seconds]. We use when?
Students murmered something which was incomprehensible. [Wendy looked at students' faces, and tried to give them more clues.]

W: What do you call the line after the contents? [she used her right hand to draw a line.]

Students were discussing with their friends. Then one student said "a dash"

W: Yes, a dash [with a firm voice]. Okay?

[Wendy looked around the class, then continued with her explanation.]

W: So, you can classify anything. Use a simple dash to divide it into different types. This one after the dash, what do you learn about the components? What are they?

Students answered her question.

[After getting the right answer from students, Wendy went over the rest of the exercise on page 41, and often asked students questions to involve them in the teaching and learning process.]

(Wendy, Class observation 3, EAP Science, second half of the class: 0:00.1-1:50.9)

The above four excerpts illuminate the way in which the Thai EFL teachers' beliefs shape their classroom practice. Yet, I am not suggesting that teachers' beliefs are the only dominating factor that influences their instructional practices. On the contrary, there are a number of other factors which affect the way in which the Thai EFL teachers enact their teaching roles and this will be discussed throughout the chapter. Due to the words limitation, I cannot provide a full account of my dialogues with all the participants regarding their beliefs about language teaching and learning. Nevertheless, I believe it is essential to guide the readers through some of the participants' key beliefs about teaching and learning which can be summarised in the following excerpts:

"I believe that students need to be exposed to English both inside and outside the classroom. It's important that they're motivated to learn or at least they're willing to learn. [...] I try to create a positive environment for the students. I like to get my students do some activities in class because I think it's essential for them to practice. And the activities will help them understand the lessons. In my opinion, vocabulary knowledge is important, so I always explain difficult words in class. [...]"

(Angela, English translation, teachers' reflection talks 1; 01:15.2-02:57.5)

"I believe that teachers are not the most important persons in classroom. A successful teaching should come from both the teacher and the learners. If my students are willing to learn, anything is possible. Attitudes are the main factor. We can force them to sit in class by checking their class attendance or giving them the scores for their participation. However, we cannot make them happy. [...] Teachers should help motivate them to enjoy learning by using many techniques if it is possible. [...]

(Maggie, original in English, teachers' reflection notes)

"I believe that it is essential for students to pay attention to what is being taught. In my class, I always make sure that every single student is listening to me [...] It's important that teachers are well-prepared and knowledgeable. [...] It is our responsibility to prepare for the class not only what to teach but also how to teach. [...] Teachers should be understanding and friendly so that they can break the ice and make the class work. However, good teachers need to have the authority to control class at the same time. Effective teachers should be flexible. [...].

(Olivia, original in English, teachers' reflection notes)

"I believe that learners should have freedom to think and choose what they want to do. [...] It's vital that they learn how to organise their ideas and plan their work. So, they can produce good work, or something substantial. [...] I strongly believe that every student has his/her outstanding point. Each student has a great potential to succeed in their own learning, and they can bring their best out, if they are well-guided, and supported. If we give them the opportunity, they can develop to their full potential. Generally speaking, I don't like to control class or their learning process."

(Pam, English translation, teachers' reflection notes)

> "I think my philosophy of teaching is to make students learn while having fun. Students learn best if they enjoy the classroom activities. They will engage in and feel belong to what they are doing. After that, they can learn by themselves outside class as well. Anyway, that's my ideal class. [...]"
>
> (Susan, original in English, teachers' reflection notes)

> "I believe that students learn best when they answer questions so I always illicit answers from them at all times. Of course, students need input, but they must be indirectly taught how to apply the knowledge to usage. If anyone observes my class, he or she will see me have students work out their own answers most of the time. I might explain some points, but students need to apply my explanation to real usage.[...]"
>
> (Wendy, original in English, teachers' reflection notes)

From the above excerpts, it becomes apparent that each teacher holds different beliefs about English language teaching and learning and this in turn affects the way in which they approach teaching and conduct their lessons even when they are assigned to teach the same subject. For example, Pam and Susan were assigned to teach Experiential English I, which is a compulsory subject for all freshmen. Despite the fact that the course syllabus provides teaching guidelines, each teacher conducted their class differently and this will be further elaborated in section 5.5. This shows the role identity plays in their engagement in practice. Other participants, for example both Angela and Maggie taught Business English Oral Communication (BEOC), an ESP course for Accountancy and Economics students, yet they have their own ways to implement their lessons. These individuals' differences, in essence reflect the highly complex nature of teaching (Richards, 1998). Shavelson and Stern (1981) maintain that what teachers do is governed by what they think, and teachers' theories and beliefs serve as a filter through which a host of instructional judgments and decisions are made. To sum up, teachers' beliefs serve as the background to much of the teachers' decision-making and action and this will be discussed next.

5.2.2) Teachers' decision-making

Many educationists view decision-making as an essential teaching competency; hence, any teaching act is the result of a decision, either conscious or unconscious. Richards and Lockhart (1994) affirm that teaching involves making a great number of individual decisions which entail planning decisions, interactive decisions and evaluative decisions. In this respect, teachers do not engage in mere implementation of routinized procedures, but are constantly engaged in thinking, problem-solving,

and decision-making (Crandall, 2000). The following excerpts will illustrate how the Thai EFL teachers' beliefs influence their decision-making:

Excerpt 5

[We looked at the video of the EAP Science class: students were busy writing down the answers from teacher's power point displayed on the screen.]

O: As I said before, I won't give the copy of my power points to students. I think it's better if they pay attention and try to follow the lessons in class. [...]I

[We looked at the clip when Olivia was giving a summary of 'how to write a definition' by following a set of power point slides.]

J: When you recap the lesson, have you thought about printing out the page and give it to students?
O: Those key points were actually taken from their course-book. I simply summarised them altogether. I just made it clearer, easier to compare and see the differences of the two patterns.
J: From my observation, you always summarise the key points of the lessons taken from the course-book and put them on the power point.
O: Well!, I find it's easier to explain those key points to students, and the power point slides make it easier to provide the correct answers to the exercise in the course-books. [...]

(Olivia, English translation, Stimulated recall; 8:02.1-11:53.2)

The excerpt taken from the stimulated recall with Olivia shows her planning decision before conducting the lesson for the EAP (Science) course. On that day, Olivia had to teach students how to write a 'definition'. There were many complicated technical terms in the lessons and students had to understand the formula to be used in writing a definition. In addition, they had to learn to use the relative pronoun, and complete a number of exercises to reinforce their understanding of the lessons (see appendix 9 for sample of the lesson). Excerpt 5 illustrates Olivia careful planning decisions of the 'what' and 'how' to teach during the 1.5 hours lesson. In my first interview with Olivia, she firmly insists that she will not give students the copy of her power point slides because students might not pay attention knowing that they can have access to the teachers' power point at their own disposal, and this becomes apparently evident in her actual classroom practice. This small excerpt also reflects her beliefs that students need to pay attention in class, while teachers need to be well-prepared and knowledgeable. Furthermore, Olivia strongly believes that good teachers need to have the authority to control the class as previously stated in 5.2.1. The data obtained from the 12 hours of Olivia's classroom observation show that Olivia consistently

employed practice that directly reflects her beliefs about language teaching and learning.

Richards (1998) maintains that teaching is a dynamic process characterized by constant change; as a result, teachers have to make decisions that are appropriate to the specific dynamics of the lesson they are teaching. This means teachers need to make an interactive decision that corresponds with the dynamic of the classroom. As illustrated in Excerpt 5 that Olivia, like many other teachers, engages in a number of planning decisions on what and how to teach. Once she started teaching in class, she had to make many interactive decisions as presented in the following excerpt:

Excerpt 6

[We looked at the video clip which students were busy writing their sentences on the board.]

J: For this part of the lesson, after teaching students the key concepts, you assigned students to do the exercises and write their answers on the board. Can you explain a bit more on this?
O: [...] It was simply to give them a chance to practice using the patterns, writing grammatically correct sentences. [...] One thing I want to admit though. In fact, on that day, I hadn't really thought about getting them to write the sentences on the board. While teaching, very often that I come up with an idea to get students do certain activities which I haven't actually planned before. [...] I mean, while we're in class, we can figure out what best to do to help students understand the lesson. [...]
J: Do you mean that you learn from your previous experience?
O: Yes, with experience I've learnt to go with the flow of the lesson. I also observe students' reactions and adjust my teaching accordingly. [...]
(Olivia, English translation, Stimulated recall; 14:05.1-15:42.2)

In reference to the above excerpt, Olivia articulated very clearly that she had not planned to get her students to write their answers on the board, so this episode shows that making an interactive decision whilst teaching is part and parcel of teachers' classroom practice. In my view, teachers always need to adjust their teaching plans to accommodate students' need and lack, and it is essential for them to find the most suitable teaching techniques or approaches that provide optimal support for students' learning. Richards (1998) asserts that during the process of teaching, the teacher fills out and adapts the lesson plan based on how the students respond to the lesson. He further argues that while the teacher's planning decisions provide a framework for approaching a lesson, in the course of teaching the framework may be substantially revised as the teacher responds to students' understanding and participation and

redirects the lesson in midstream (Richards, 1998). Olivia's classroom practice as presented in excerpt 5.6 is a case in point.

When teachers finish their lessons, it is common that they will reflect upon their teaching and make evaluative decisions as illustrated in the next excerpt.

Excerpt 7

> J: After teaching, I wonder whether you evaluate or reflect on what you did in classes? Are you a reflective teacher?
> P: Very much so! Well, I teach 3 sessions per week, so it's essential for me to reflect on my teaching after the Monday's class [...] So that I can make some changes to improve my teaching for the next classes. From my experience, I'm not that successful in my Monday's class because it's like my first guinea pig. After teaching, I will ask myself questions like 'why didn't it turn out as planned?', 'what might be the cause of failures?, etc. I will have to use the same materials again [...] So, I have to find the right strategy to make it work. I might have to change my plan, or rearrange the activities etc.[...]
> (Pam, English translation, Int.1; 20:34.1-23.25.7)

In this excerpt, Pam referred to 'Experiential English I' subject which she taught Law students on Monday and Communication Arts students on Wednesday. The excerpt demonstrates how Pam employed her evaluative decisions after teaching which is considered an essential process if teachers want to enhance their teaching quality and students' learning. Richards and Lockhart (1994) point out that in evaluating their teaching, teachers typically base their judgments on their own personal belief system about what constitutes good teaching. As teachers gain experience in teaching and develop a deeper teaching conceptualization, the criteria they use for evaluating their practice change to reflect new assumptions, beliefs, and level of awareness. Richards (1998) maintains that the evaluative decisions the teachers made provide input to planning decisions that they make on subsequent occasions; hence, planning, interactive, and evaluative decisions are interconnected. Pam's reflection after class as presented in excerpt 7 can best explain the interrelated nature of the three types of teacher decision-making which commonly takes place in any course of teaching.

As part of the reflection and evaluation process, it is essential to mention here that Pam often engaged in the informal discussions with her colleagues who taught the same subject. Pam told me that she found it is useful to discuss what she did in class with her colleagues who are highly knowledgeable in Pam's opinion. Pam said that she has learnt invaluable things from the discussions, and she sometimes adapted or adjusted her teaching based on the suggestions from her colleagues. In my opinion,

these ongoing, informal interactions on what matters in teaching Experiential English I represents Pam's mutual engagement within KCLI, and this in turn defines the joint enterprise among the teachers who teach the same subject. It is vital to note here that one of KCLI main missions is to provide general English courses for all undergraduates, and Experiential English I was the compulsory subject for all first year freshmen which has the largest number of enrolment of 5,033 students. In this respect, the fact that Pam taught Experiential English defines her as belonging to KCLI communities of practice. Further discussion of this will be provided in 5.5.2, but I will now explore how teachers' roles and position shapes the Thai EFL teachers' classroom practices.

5.3 Teachers' roles and positioning

Teachers interpret their roles in different ways depending on the kinds of schools in which they work, the teaching methods they employ, their individual personalities, and their cultural backgrounds. Different teaching settings (e.g., secondary schools, universities, private language schools) create particular roles for teachers based on the institutional administrative structure, the culture operating in each institution, and its teaching philosophy (Richards and Lockhart, 1994). In essence, the teaching context greatly affects the way in which teachers enact their roles. The participants of this study are the EFL teachers working at an elite public Thai university; hence, there are certain roles and responsibilities which they are obliged to perform at KCLI. Besides teaching university undergraduates and postgraduates, KCLI teachers have other responsibilities to fulfil. That is they are required to provide English services to general public, conduct research studies, and do some administrative work as part of their job descriptions. To serve the purpose of this study, I will confine my discussion primarily on the teachers' teaching roles. In my view, it is vital to explore how the teachers perceive their roles at KCLI since it will give us a better insight into their engagement in practice which in turn reflects their personal and professional identities.

5.3.1 Teachers' roles

Teacher's role refers to the different functions a teacher can have in a class. The role usually implies the relationship between the teacher and learner, particularly in terms of the autonomy the learner has over their learning. Different scholars use different terms to define teachers' roles. For examples, Richards and Lockhart (1994) view

teachers as needs analyst, curriculum developer, material developer, counsellor, mentor, team member, researcher and professional. Nunan and Lamb (1996) describe teachers' roles as facilitator, assessor, manager or evaluator, whilst Harmer (2007) sees teachers as a controller, prompter, participant, resource and tutor. Each of these roles can be useful for various teaching stages depending on the nature of the lesson, and suggests that teachers need to be able to switch between various roles and judge when it is appropriate to use one or the other (Harmer, 2007). This implies that teachers' roles are not always fixed because in reality teachers perform various roles in their classrooms. I will now guide the readers through the participants' perceptions of their roles at KCLI.

Excerpt 8

J: How do you define your roles as a teacher?
A: [a pause for 12 seconds] I think my role is to give knowledge to my students.
J: So, are you saying that you are a knowledge giver?
A: Yes, to me it's important to transfer knowledge to students.
J: Do you see yourself as a facilitator as well?
A: Well, sometimes we as a teacher need to act as a facilitator. I mean our role doesn't confine with only giving knowledge, but we also need to encourage students to learn and widen their knowledge. They need to know what's happening in the real world. [...[To a certain extent, I think it's important to help students succeed in their learning.

(Angela, English translation, Int. 1; 42:11.5-43:25.5)

In the above excerpt, Angela explicitly stated that she sees her role as a knowledge giver, and this can be implied that Angela views teaching as transferring knowledge to students. Angela took a pause for 12 seconds before responding to my question and this shows that she critically reflects upon her own role as a teacher. In the actual interview, I first asked her this question, she simply repeated the question and said "is there any choice? I can't really think of the answer right now. So, I paraphrased the question and she responded as presented in excerpt 8. To me, Angela's response represents a classic teacher's role regardless of the subjects they teach. Harmer (2007) argues that teachers who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers. When teachers act as controllers, they are in charge of the class and of the activity taking place and are often 'leading from the front' (Harmer, 2007).

If we look at only excerpt 8, we might assume that Angela favours the teacher-centred approach. Nevertheless, this notion seems to be contradictory to how Angela

actually conducted her classes. This is because the data from classroom observation showed that Angela often acted as a facilitator in her classes which is often perceived as a preferred role if teachers want to foster the learner-centred approach. I wish to state again here that Angela's views towards language teaching has been strongly influenced by the CLT approach when she was a student herself (see section 4.2 for details on her English learning trajectory). Moreover, she explained that when she did the MA in TESOL in the US, the course tutors tended to favour the CLT approach, and this further nourished her preference in adopting the CLT approach in her teaching. The following example taken from a field-note of Angela's class will show how she acted as a facilitator in class.

Excerpt 9

Course: Business English Oral Communication Time: 13.00 – 16.00
The topic of today's lesson was Unit 6: Advertisement. After greeting students, Angela started the lesson with the explanation of the differences between British and American pronunciation of the word 'advertisement'. She wrote 'advertisement' with the phonetic symbol on the board. Then, she pronounced the word to show the differences. Some students repeated after her, but she didn't ask the whole class to do so. She tried to illicit examples of advertisements from students. Students were very cooperative, and gave some interesting examples. At 13.19, she asked students to work in a small group. Students form their own group. She gave them 5-10 minutes to choose the advertisement that they like the most and give reasons. While students were working in group, Angela walked around to help student complete the task. Some students asked her questions, and she answered their questions, gave further explanation whenever needed. The classroom atmosphere was very positive, and Angela used only English in class. She warned students to keep track of their time. At 13.30, Angela asked the first group to present their ideas. While they were giving their presentation, she was very supportive, and gave both verbal and non-verbal feedback. Before moving on to the next part, she asked the whole class whether they have anything to add, or if they wanted to make any comments. At 13.40, she started discussing part B (p.47). She used local TV commercials to get students to think. She also shared her opinions of the US commercials (Burger King and McDonald). Angela gave her comments and asked students to share their opinions. Students eagerly expressed their views. They gave direct comparison. The discussion went on for about 4-5 minutes. At 13.45, she explained the vocabulary on page 47. She always asked whether students understand difficult words, i.e. 'sophisticated', and she went over each word on the list. Angela used local examples to explain difficult words/concepts. She told students that they should pay attention to the vocabulary on this page, as

they might appear in the final exam.

At 13.55, she assigned students to work in pairs to complete Part C on page 47. She walked around the class and assisted students when needed.

NB: She spoke very clearly with a natural pace throughout the lesson. She calls her students by their nickname and this minimizes the power-relation tensions in a formal classroom setting and it also creates informal and positive classroom atmosphere which enhances students' learning and engagement.

(See Appendix 9 for the complete field-notes of this lesson.)

The sample field-notes from Angela's class clearly shows how Angela's teaching role can be classified as a facilitator, and she also imparts knowledge to her students. Depending on the nature of the lesson, Angela sometimes needs to act as an assessor when giving feedback to her student, and other time she may act as a resource as presented in excerpt 9. The sample field-notes also illustrates Angela's views of the importance of vocabulary knowledge as mentioned in 5.2.1. Furthermore, it portrays the effect of the exam in Angela's teaching and this aspect will be further discussed in 6.3. Richards and Lockhart (1994) argue that teacher's role in the context of classroom teaching and learning may also be influenced by the approach or methodology the teacher is following. While not all teachers see themselves as trying to implement a particular approach or methodology, many teachers do describe their teaching in these terms and may have been trained to work within a specific methodology. For the participants of this study, their previous language learning, and their formal studying about teaching methodology have an impact on their choice of teaching methodology which in turn defines their roles. Angela's classroom practice is a case in point.

Harmer (2007) proposes that it is often helpful to use metaphors to describe what teachers do. Sometimes, for example, teachers say they are like actors because they feel as if they are always on the stage, and this resonates with Pam's perception of her role as shown in the following excerpt:

Excerpt 10

J: How do you see yourself as a teacher?
P: I see myself as a performer. So, for me, each class is like my show. In general, I prefer the two hours lessons more than the one hour class because I can do so many different things in class. When I enter the room, I feel like I'm on stage. [...] It pleased me to see students engage in the activities I chose for them.

(Pam, English translation, Int.1; 17:01.9-20:11.1)

In reference to excerpt 10, Pam explicitly articulated that she sees her role as a performer, but this does not mean she was the main actor in the classroom. On the contrary, both Pam and her students play their own roles in that Pam views teaching as performing the teaching act which aims to guide students to expand their knowledge. Students do not purely act as followers, but as responsible learners. Pam who views herself as a performer seemed to be most comfortable with being observed and video-recorded. She said to me that I could show up and observe her classes anytime I wish, and she even joked that she hoped I would enjoy her shows. What struck me most about Pam's teaching was the amount of time she has dedicated to her teaching preparation, but in classroom, she was simply pleased to let students take charge of their own learning and act as a facilitator as her dominant role. This implies that she tries to promote self-directed learning. It is essential to note that Pam also needs to act as assessor, resource or needs analyst depending on the nature of lessons and students' proficiency.

From the previous two examples, both Angela and Pam are experienced teachers who obtain their MA in TESOL from the US, so I think it shall be interesting to explore a new teacher's perception of her role. Of all the participants, Susan is the youngest and has the least teaching experience as she has been teaching at KCLI for only 1.5 years. Her view of a teacher's roles is articulated in the following excerpt:

Excerpt 11

J: How do you see yourself as an English teacher?

S: I personally like to be a facilitator in class, but it's kind of impossible to maintain the facilitating role all the time. Well!, it depends on the nature of the lessons, so I sometimes have to give lecture, and teach in a traditional way. [...] I think it's important for teacher to encourage students and to motivate them. [...] If we can make someone become interested in learning and eager to learn, that will be just perfect.

(Susan, English translation, Int.2, 10:42.4- 12:00.3)

Considering the fact that Susan has studied English through a more modern teaching approach compared with other participants, I was not surprised to learn that she perceived her role as a facilitator. Nevertheless, from my classroom observation I found that her EAP classes were very much lecture-based. This might resonate with what she clearly stated in the excerpt in that her role which also implies her teaching approach depends greatly on the nature of the lessons. From our ongoing dialogues, she expressed her frustration in having to teach in a traditional lecture-based style in

the EAP Science class due to the pressure of the exams and the restricted syllabus, and this will be further elaborated in 6.2 and 6.3. I will now explore teachers' positioning in relation to their students and the institution in the next subsection.

5.3.2 Teachers' positioning

Teachers' positioning is another factor which influences the way in which the Thai EFL teachers conduct their classroom. This is because how they position themselves within both classrooms and institution is closely linked with the teaching approach they adopt. Pennington (2002) proposes that TESOL teachers must develop a type of identity that aligns them with their profession and with the specific contexts in which they teach. This suggests that besides the TESOL profession itself, teachers need to construct their professional identities in relation to the institution where they are attached to. In line with this, James-Wilson (2001) points out that teacher professional identity helps them to position or situate themselves in relation to their students and to make appropriate and effective adjustments in their practice and their beliefs about and engagement with students. In my view, teachers' roles and positioning are inextricably linked in that how they view their roles will guide their positioning in relation to their students in and outside the classroom. This in turn reflects their stance within the institution.

Referring back to excerpt 11, Susan states her preference to act as a facilitator in class, but this role was more evident in her Experiential English I class (see Appendix 12 for a summary of Susan's common classroom practice). Generally speaking, Susan positioned herself as a facilitator in class, and she tried to promote students' engagement in their own learning. In the Experiential English I class, Susan tended to follow the CLT and task-based instruction which allowed her to exercise her role as a facilitator who was knowledgeable, friendly and approachable. She said to me that she can easily relate to her students due to a small age gap, and she mentioned that some students even approached her to talk about other non-academic issues after class. Hence, she mitigated the power-relation between teacher and students.

Susan was not the only teacher who creates an informal classroom atmosphere. Maggie also tries to establish a good rapport with her students. Maggie taught BEOC which is a speaking-based course, so she tended to adopt the CLT approach and act as

a facilitator. In her class, Maggie always asked students to rearrange the lecture-chair to form a U-shaped. She explained to me that the U-shaped seating arrangement not only better facilitates group work or pair work but also minimizes the space between teacher and students. When students sit in the U-shaped style, Maggie asserts that it is easier for her to approach her students or monitor their learning process. From my classroom observation, it was obvious that Maggie was successful in creating positive classroom atmosphere and she positioned herself as a supportive and approachable teacher. Maggie used students' nickname when addressing them individually. In addition, she even used the Thai word 'pêuan', literally means friend to address students in the whole class. I must admit that I was surprised when I first heard Maggie used 'pêuan pêuan' to address students as it was rather uncommon. Generally speaking, Thai teachers would address students with the Thai word 'nisit' literally means students, if they interact with them in Thai, and students will use 'ajarn' literally means teacher to address teachers. Hence, the way Maggie uses 'pêuan pêuan' when interacting with her students in the whole class signifies a close and informal relationship which Maggie has established with them. In order to avoid confusion, I wish to clarify that Maggie used mostly English in her teaching, and her use of Thai was very minimal in that she only used L1 to explain other non-academic issues.

To a certain extent, teachers' positioning reflects institutional factors and this applies to the participants of this study. In order to comply with the government initiatives which promote learner autonomy and collaborative learning in Thai higher education, KCLI has been trying to foster the learner-centred approach and encourage teachers to integrate ICT in their teaching. Consequently, KCLI teachers are encouraged to act as a facilitator as their dominant role. Hence, it can be implied that the facilitating role is highly valued within KCLI communities of practices. This might explain why all the participants tend to enact their teaching roles as facilitator which also gains much recognition within TESOL profession. The extent to which KCLI missions and policy affect the participants' enactment of their teaching roles will be elaborated in 6.2, but I will now move on to discuss the aspect of teachers' knowledge and expertise.

5.4 Teachers' ELT knowledge and expertise

Richards & Lockhart (1994) affirm that what teachers do is a reflection of what they know and believe, and that teacher knowledge and "teacher thinking" provide the underlying framework or schema which guides the teacher's classroom actions. A number of scholars i.e. Bullough, 1989; Clandinin, 1986; Grossman, 1990 point out that how teachers actually use their knowledge in classrooms is highly interpretive, socially negotiated, and continually restructured within the classrooms and schools where teachers work. Following this line of thinking, Johnson and Golombek (2002) suggest that what teachers know and how they use their knowledge in classrooms are highly interpretive and contingent on knowledge of self, students, curricula, and setting. In this respect, it can be implied that teachers' knowledge and how they make use of both their theoretical and practical knowledge reflects their personal and professional identities. In light of this, I will now explain how teachers' ELT knowledge and expertise influence their teaching practice.

Referring back to section 4.4.2 which explains the way in which teachers' ELT knowledge and expertise shapes their professional identity, it can be concluded that teachers acquire their theoretical knowledge from their formal learning, whilst their personal practical knowledge is gained mostly from engaging in the actual teaching experience, and belonging to the KCLI communities of practice. From my ongoing dialogues with my participants, I found that their ELT knowledge and expertise plays a significant part in the way in which they prepare their lessons and how they actually conduct their classes. Moreover, the participants' ELT knowledge and expertise become more evidently concrete in their classroom practice as shown in the data from classroom observation. I will first discuss the relationship between their ELT knowledge and expertise and their teaching preparation in the following excerpts:

Excerpt 12

J: How long do you spend on your classroom preparation?
M: I spend quite a lot of time on my classroom preparation. [...] I would say roughly at least 3-4 hours [...] I listen to all the CD tracks, prepare the handouts, and I try to bring authentic materials to class, so it does take time to search for the right materials for each lesson. This semester, there's no computer in the room so I can't use power point. I have to type everything which I want to emphasize to the whole class and display them on the visualizer. [...]
J: Do you follow the teachers' book?
M: I don't literally follow the teachers' book. From my experience, we can't simply follow what the book writers suggest us to do in class. I mean, what they think is

> insignificant might be essential for our students. I often ask other teachers who taught the course last year for advice or tips, and we sometimes exchange ideas. If there're certain words, technical terms which I'm not sure how to pronounce, I will check with our international staff before going to class too. [...]
>
> (Maggie, English translation, Int.1.3; 5:33.1-7:25.9)

The above excerpt illustrates that Maggie, who has recently resumed the teaching position at KCLI in December 2008, spends a great amount of time on her teaching preparation. As previously discussed in 4.2 and 4.3, Maggie perceives herself as an average user of English, and the fact that she did her MA in Linguistics does not help boosting her professional confidence. Consequently, she feels that she has to devote a great amount of her time preparing for class to ensure that she knows everything or in other words she has sufficient knowledge to teach the subject. Maggie also expressed that she is trying to reclaim her professional identity and regain her ELT knowledge, and it is her immediate goal to be able to teach like the way she did before her resignation from KCLI in 2002. Furthermore, she clearly articulated that she needs to keep abreast of the ELT discipline so that she can be a capable English teacher. This in turn reflects her engagement, alignment and imagination resulting from being a member of KCLI and TESOL profession. Excerpt 12 also reflects Maggie's investment of self in building associations and differentiations as part of her identification and negotiation of meanings which is vital in the process of identity formation (Wenger, 1998). Her interaction with KCLI colleagues to widen her ELT knowledge is a key essence of communities of practice and the on-going dialogues will help maintain mutual engagement, joint enterprise and shared repertories among all the teachers who teach BEOC.

Maggie's self-criticism of her English proficiency, limited exposure of real English usage in English speaking countries, and a setback of not doing a teaching degree as explained in 4.3 becomes visibly apparent in her teaching. Although she is a knowledgeable teacher, I was surprised with the way in which she tried to involve me in her teaching. During my presence in class, Maggie often asked me to express some ideas if there was anything related to the UK context in the lessons. If students asked her questions relating to real English usage, after giving them explanation she sometimes looked at me signalling an invitation for me to join the discussions. The following excerpt will illustrate my point:

Excerpt 13

Timespan	Activities
0:00.0- 1:06.5	[Students were working in group and they were talking to other members in the group. Maggie walked around, and gave explanation to the group which asked questions.]
1:06.6-1:48.8	M: I guess, but I don't know. *One student said something but I couldn't hear what she said.* M: In that case, we have to check because I'm not...I was not a marketing major student, so I cannot tell u in that case. Ss: What do we call 'กระปุกออมสิน'? M: Piggy bank! Ss: What about the one that looks like 'ลูกระเบิด'? M: I think they use piggy bank too. [Maggie looked at me to ask for my opinion, and I simply said 'piggy bank or money box'] (Classroom transcript, Maggie's BEOC class 4, disc 2;0:00.0 – 1:48.8)

Excerpt 13 depicts one example of the way in which Maggie involved me in her teaching by checking vocabulary usage, other examples can be found in the sample field-notes. Her practice could be interpreted in various ways. For example, Maggie might simply think it is beneficial for students to hear different opinions or it might reflect her awareness of a lack of knowledge and expertise regarding the real English usage. When I asked her to clarify my understanding, she said she thought that I have extensive exposure to English as I have been living overseas for many years so I should possess greater English knowledge. , At the end of her class, whilst making our way back to KCLI building, Maggie sometimes even asked me to give feedback on her teaching, and she was the only participant who involved me in class. This poses a dual challenge for me to maintain a researcher role as discussed in 3.7.

It is too simplistic to draw a conclusion that teacher with limited teaching experience will spend a great amount of time on their teaching preparation owing to their minimal personal practical knowledge. This is because teaching is such a complex and individual activity. Cross (2006) asserts what language teachers do, in practice, is not contingent on selecting the "right" content about how to teach language. Rather, "who language teachers are"—and by extension then, "what language teaching is" –is grounded within, and emerges from, their contextual social, cultural, and historical circumstances. In light of this, I specifically argue that the EFL teachers' identity plays a pivotal part in the way in which individual teachers conduct their classes. What seems to be more significant is how they construct their personal and

professional identities within the TESOL profession that greatly affects their teaching enactment.

Other participants, like Susan who has been educated in Thailand and spends most of her time in Thailand seems to be more confident with her English and ELT knowledge. She portrays herself as a confident teacher despite the fact that she has been teaching at KCLI for less than 1.5 years (see section 4.2, 4.3 for details of Susan's identities formation). The following excerpt will show a radical difference between Maggie and Susan teaching preparation although they can be classified as new teachers when compared with other participants.

Excerpt 14

> S: Now I spend about 1.5 hours preparing for the one hour lesson for any new subject. But if I've taught the subject, the preparation time is even less. I mean, the 1.5: 1 ratio applies for the new subject only. At the very beginning, I spent a lot of time preparing for classes and the materials which I prepared would easily cover 5 lessons. Oh well!, at the time, I didn't have any idea about students' proficiency level and their nature. But I later gained more experience and had better understanding. I mean I know what to do [...] There's one key thing that I'm very concerned in my teaching, that is I need to make sure I pronounce every word correctly. So, I spend time checking for correct pronunciation, otherwise I won't feel confident. [...]
>
> (Susan, English translation, Int.2; 2:30.0-4:39.9)

Excerpt 14 shows that Susan spends a reasonably less amount of time on her teaching preparation when compared with Maggie. This might reflect Susan's strong sense of self as someone who possesses good English proficiency and has adequate ELT knowledge to fulfil her teaching roles and this in turn helps her construct a solid personal and professional identities. Susan was an outstanding student who graduated with a first class honour, and the fact that she has got accepted to work as an English teacher at KCLI further enhances her confidence and self-esteem within the TESOL profession. From my ongoing conversations with her, I have learnt that Susan is very passionate about phonology which is considered as one of her strengths or expertise. From the classroom observation, there were a number of occasions that Susan would correct students' pronunciation and give some brief explanation including writing the phonetics symbols on the board. It seems that teachers' knowledge and expertise become more visibly apparent when they conduct their class as illustrated next.

Excerpt 15

J: What do you consider as your areas of expertise?

P: I don't really want to call it "expertise", but it's something that I'm capable of doing it well. It's about the use of technology in teaching. [...] With the use of technology, I'm very good at making dry materials or lessons more interesting. I can make the materials become more vivid, exciting and engaging, and this really captures learners' interest and makes them want to learn more.

(Pam, English translation, Interview 1; 32:59.4 – 33:35.8)

The above excerpt was taken from my first interview with Pam since the beginning of my fieldwork, so I have learnt that she is good at using technology to make the lessons more interesting and engaging. To a certain extent, I must admit that I had anticipated that Pam's lessons would be atypical and interesting for students. It turned out that Pam's class has lived up to my expectation in that it was very well-planned, and managed. In addition, she used various visual aids to make the lessons more interesting even when she had to teach language focus or the reading part of the lessons. Pam said to me that she considers herself as a pure practitioner because she has no interest in conducting research or doing anything very academic. Nevertheless, she was encouraged by KCLI research committee to write an academic article on the use of ICT to motivate and engage students' in their own learning, and her article was published in a local ELT journal. This shows that Pam's expertise in the use of ICT to promote students' learning has been valued and recognised. Because of constraints of space, it is impossible to discuss all the participants' knowledge and expertise in this section. As the EFL teachers' knowledge and expertise inform their instructional practice, I think it is logical to integrate the relevance of teachers' ELT knowledge and expertise in my discussions on their instructional strategies which will be presented next.

5.5 Teachers' instructional strategies

According to Shulman (1987), instruction involves the observable performance of the variety of teaching acts. It includes many of the most crucial aspects of pedagogy: organizing and managing the classroom; presenting clear explanations and vivid descriptions; assigning and checking work; and interacting effectively with students through questions and probes, answers and reactions, and praise and criticism. It thus includes management, explanation, and discussion. Richards (1990) asserts that teaching depends upon the application of appropriate theory, the development of careful instructional designs and strategies, and the study of what actually happens in

the classroom. As this study aims to explore the complex interrelationship between the EFL teachers' identities and their classroom practice, in the classroom observations I decided to focus on 5 aspects of their actual teaching practice which include 1) the organization of the lesson; 2) the teaching methodology employed; 3) the use of language for instruction 4) classroom activities, and 5) the use of teaching resources. In my view, these five areas constitute the key essence of teaching. I will divide this section into two parts namely teaching methodology, and the use of teaching resources. Regarding the use of language for instruction, all of the participants have good English proficiency to conduct their class exclusively in English. Nevertheless, there are a number of other factors such as students' proficiency, and the assessment that greatly affect their exclusive use of English as a medium of instruction, but these external factors will be discussed in great length in 6.3, and 6.4.

5.5.1 Teaching methodology

According to Tudor (2001), methodology is the means by which the language is presented to students, teaching-learning activities are organised, and classroom relations are defined; it therefore plays an important role in classroom dynamics. This suggests that teachers need to carefully select the most suitable teaching approaches that promote students' learning. Harmer (2007) points out that one of the most important tasks that teachers have to perform is that of organising students to do various activities. This is because it is believed that activities will promote student language learning. From the data obtained, it was obvious that the classroom activities seem to go hand in hand with the teaching methodology that the EFL teachers employ in their teaching. In addition, it can be concluded that the teaching methodology which the participants employed was closely link with their beliefs, roles, and ELT knowledge and expertise which in turn reflects both the personal and professional identities. I will now discuss the dominant teaching methodology which the Thai EFL teachers employed in their teaching.

The participants of this study tended to follow their routines of instructional strategies. For example, Angela always began her class with a greetings followed by informal talks with her students. The informal talks were usually related to the topic of the lessons to be taught on that day. She would then introduce the topic, explain the

contents and assign students some tasks to complete in class. She used whole class instruction, pair-work or groupwork extensively throughout the class duration. Angela's class would end with a brief summary of the lesson and she would allow some time for questions or consultations (see full details of her teaching in appendix 9). Angela's classroom practices were consistent in all the four classes, a total of 12 hours, which I observed. What I found very interesting about Angela's teaching was her views towards the teaching methodology as articulated in the following excerpt:

Excerpt 16

> A: Now I stop thinking about the theory names. Well! I mean I disregard them, but I've become more concerned about using the teaching methods or strategies that promote students' learning. I mean, I use anything that helps students achieve, master what they are supposed to learn and know. [...] While teaching, I don't really think whether I'm using CLT, task-based etc. I will use anything that works, helps my students including GT.[..] When I first started teaching, I always resisted using traditional approaches, otherwise I would be like all those senior teachers. It would be old-fashioned, boring. But now, I will use anything that helps my students understand the lessons. [...]
>
> (Angela, English translation, Int.1; 45:26.6-46:48.9)

Excerpt 16 indicates the changes of Angela's view towards teaching as she becomes more concerned about students' success in their language learning and she chose to adopt the instruction strategies that provide optimal support for students learning. The classroom observation data show that Angela employed an eclectic approach to her teaching in that she used a combination of CLT, task-based instruction and Grammar Translation (GT). Owing to the nature of the subjects that she taught, the use of GT was rather limited. Angela used only a few Thai words in her BEOC class because it is an oral communication course, so students are expected to enhance their communicative competence. It was obvious that Angela's students were accustomed to her teaching approaches and they tended to use mostly English in class and actively engaged in the teaching and learning process. This shows that Angela's choice of pedagogy sets the dynamics of her classrooms. Tudor (2001) asserts that methodological choices constitute a pivot around which students and teachers interact with one another and negotiate their classroom behaviours and identities; they therefore play a key role in classroom dynamics. In this respect, teachers' choice of methodology is one of the most crucial factors that determine the learning outcomes.

Maggie was another participant who taught BEOC, and she tended to follow the CLT approach in her teaching. This is because the course objectives were in line with the

key concept of the CLT approach (see Appendix 10, BEOC course objectives). Tudor (2001) explains that the basic assumption in CLT is that students are learning a language in order to be in a position to do something in or with this language. On this basis, the goals of a learning programme are defined on the basis of the uses which students will have to make of the language.

The classroom observation data illustrate Maggie's routine instruction strategies in that she always introduces the topic of the lesson which would be followed by clear explanations and vivid descriptions. Then Maggie would assign students to do some tasks which are relevant to the lesson. She always provided oral feedback to students when necessary. Her pedagogical practice clearly depicts Maggie's facilitating role which in turn reflects her alignment with KCLI preferred practice. I wish to state again that Maggie often engaged in an informal discussion with other BEOC teachers as presented in excerpt 12, and she was fully aware of the joint enterprise that binds all the BEOC teachers together. It is vital to note that although individual teachers have freedom in their methodological choices, they need to ensure that they follow KCLI shared repertoire. For example, Maggie's informal discussion with her colleagues indicates her awareness of the community of practice repertoire which includes routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence (Wenger, 1998). In this respect, being a new BEOC teacher although not purely a new KCLI member, Maggie felt the need to fit in and conduct her classroom in the way that is considered acceptable and effective in teaching BEOC and this in turn reifies her membership as legitimate BEOC teachers at KCLI.

The data from classroom observation show a high correlation between Maggie's beliefs and her pedagogical practice. The classroom transcripts (see appendix 11) depicts how Maggie's beliefs in students' responsibilities and involvement in the teaching and learning processes become visible in her teaching. When she wrapped up the lesson, she explicitly said that "*I'm not the one who can imagine or create everything. It's you who have to do that. So, next time it means that you can prepare in terms of content to cover all items expected* [...]". Maggie often reminded her students to do their parts or in other words to fulfil their learners' roles throughout the lessons. In addition, she usually tried to draw students' opinions and ideas on what

should be done in class to help them understand the lessons and achieve the course objectives. Richards and Renandya (2002) contend that as much as possible, teachers should involve learners throughout the entire instructional process. Involving the students in deciding on the class direction is likely to create the kind of classroom atmosphere that promotes optimal learning. The above excerpt represents the use of whole class instruction and group work in Maggie's class, and this reflects a typical English course where a number of classroom activities take place.

In its traditional conception—by which is meant that commonly held perception of the nature of education and of teacher-student relationships—education in Thailand is transmissive and authoritarian in nature. Hence, teachers are expected to impart knowledge to students, with most classes being teacher-fronted or controlled (Hayes, 2008). Chayanuvat (2003) further asserts that the predominant teaching style tends to be expository, with translation from English to Thai very common. I wish to argue that even though Angela admitted the minimal use of Thai to facilitate students' understanding, her teaching methods do not match with the explicit expository teaching. Whilst it might be true that the participants in this study impart their knowledge to students, the data presented in this chapter illustrate that their classes cannot be classified solely as teacher controlled. On the contrary, all the participants used a number of classroom activities to foster the learner-centred approach. I will explore the use of classroom activities in the next part.

For example, Angela who adopted the eclectic approach to teaching with a dominant of CLT tends to get a students do a lot of classroom activities. Her practice also reflects a high correlation between her beliefs in getting students to do numerous activities in class as the activities will provide students opportunities to practice the real language usage and her actual classroom practice. Referring back to excerpt 9, it illustrates how Angela used whole-class instruction to explain the content, and she would then assign students to do group-work to reinforce their understanding of the lessons. Other teachers for example, Susan used group work and pair-work extensively in her teaching. Maggie, Olivia and Pam also integrate individual work, pair work and group work in their teaching.

Of all the participants, Wendy seemed to be the only teacher who tended to spend most of the class time on whole-class instruction. This does not suggest that she favours the teacher-centred approach or disregards the values of getting students engaged in meaningful classroom activities. As previously discussed, Wendy strongly believes in students' involvement in the teaching and learning process, and the data observation show that her classroom practices were in congruent with her beliefs. What I found interesting about Wendy's dominant use of whole-class instruction was the fact that her students in the EAP (Science) class were not enthusiastic in doing pair-work or group-work. Wendy explained that certain activities end up with failures owing to students' nature; consequently, she had to adjust her instructional strategies in accordance with students' preferred styles of learning. In addition, she needs to comply with the course syllabus. In this respect, there are a number of external factors which influence the way in which teachers conduct their classes, and this will be discussed in length in chapter 6. Due to a word limitation, I will discuss the teachers' use of resource as part of their instructional strategies next.

5.5.2 Teachers' use of resources

Teaching resources are one key element that facilitates the teaching and learning process. In order to understand the participants' use of teaching resources, it might be helpful to reiterate again that KCLI is considered a leading language institute in Thailand; consequently, it offers a vast teaching and learning resources for both teachers and students. For all KCLI compulsory subjects, teachers are required to use the core course-books chosen by the academic affairs committee who work closely with the subject coordinator. Depending on the subjects, both commercial books and in-house course-books written by KCLI teachers are used as core materials. In this study, I conducted the classroom observation in the following subjects; Activating English Skills, BEOC, Communication in Science and Technology, EAP (science), English for Economics and Experiential English I. Commercial textbooks were used in BEOC, English for Economics and Experiential English I, whilst in-house course-books were used in the other three subjects. Further explanation on the course requirements and course objectives will be provided in 6.3. Besides the core course-books, KCLI Academic Affairs also provide key supplementary materials for all the compulsory subjects. Teachers are expected to follow the same set of core materials,

and supplementary materials considered KCLI shared repertoire of communal resources (Wenger, 1998).

It can be implied that students who study the same subject in all sections have equal access to learning resources. Nevertheless, the way in which the individual teachers conduct their lessons was varied according to their beliefs as well as their ELT knowledge and expertise which determine not only their methodological choices but also their use of resources. For example, Pam whose expertise lies in creating interesting, lively and engaging materials did not typically use the core course-books and the supplement materials in a conventional way. On the contrary, with the use of a computer, she redesigned the format and layout of the materials to be presented to students. In fact, she even tried to minimize the use of textbooks in class. Pam explained that students can use the course-books at their own disposal once they understand the lessons being taught in class. She always ensured that she covered everything as prescribed in the syllabus, but she chose to make the lessons less typical and unpredictable. A sample field-notes of Pam's class will best illustrate her use of resources.

Excerpt 17

Course: Experiential English I Time: 10.00-12.00
The topic of today lesson was Unit 4: Make an Impact [World Pass: Expanding English Fluency, Upper-intermediate At 9.55, Pam arrived the classroom. She checked all the equipment. [...] When the majority of students arrived, after a brief routine- greetings, Pam started the lesson. At 10.08, Pam announced that *"Please do not look at the handout which I gave you"*. Pam started with a brief introduction to the unit. Then, she showed them three video clips. At the end of each clip, Pam asked students question '*what is the message to you?*' There was some period of silence. So, Pam tried to illicit answers from students and encourage them to express ideas. She kept saying "*Come on! You* can say *anything. There's no right or wrong answer*". A few students expressed their ideas. Pam seemed to be pleased with students' response. [NB: the concept of this unit was rather abstract for students at this age, and this might be the reason why they were less responsive] After the introductory part of the lesson, Pam explicitly told students to move up to the next part by saying *Llet's move up to the next part. Everyone goes to page 47."* When Pam asked questions, it was obvious that students were trying to figure out the answers and respond. Some even answered quietly in Thai whilst other more competent students gave the answers in English. On the power point slides, Pam displayed each question separately and it was thought-provoking. She used Thai briefly to help students understand the hidden messages in the text. Then, she said *"The man in the text is trying to gain social attention to raise people's awareness on unfair*

practice in the society".

Pam asked students the meaning of 'irony'. Apparently, most students didn't know the meaning, so she told them to look it up from their desktop dictionary. [NB: This lesson took place in a computer room. Students sat in a group of 4 or 5 and there were two computers for each group.]

At 10.46, She wrapped up the first part of the lesson and used Thai briefly.

At 10.47, Pam announced "Now close your book. The most boring part, the reading is now over. Let's watch the video clips. I need you to think and tell me what the message is?"

Pam showed 8 video clips in class and asked students questions along the way. Then, she presented another short 10 commercials. Students were actively engaged in the discussions. [...]

At 11.12, Pam announced "Now it's time for you to work on the computer" [she explained the task which students were required to do to reinforce their understanding of the lessons.

At 11. 55, Pam wrapped up the lesson with a set of power point slides.

[NB: Pam explained to me that she used power point slides to cover all the key content for the unit.]
(See appendix 13 for a sample field-notes of Pam's Experiential English I)

Excerpt 17 presents the way in which Pam used the instructional resources. The data from classroom observation show that the consistency in Pam's pedagogical practices. She covered all the core content as prescribed in the course syllabus and made reference to the course-books and the supplementary materials throughout the lessons. This in essence reflects her awareness of KCLI shared repertoire. Yet, she has her unique way of imparting knowledge to her students without literally follow the course-books as illustrated in the above excerpt. It also becomes apparent that Pam used a number of authentic materials in class, and this helps students to relate what they are studying with the real world context.

With the advanced technology, EFL teachers have ample selections of audio-visual aids to be used in their teaching. For the participants in this study, some of them, for example Maggie, Susan, Angela tended to use Wendy simple tools such as the OHP, transparency, visualizer, whiteboard and CD players, whilst Pam and Olivia make use a much more sophisticated computer programmes to make their lessons more appealing to their students. Nevertheless, the ultimate goal of using the audio-visual aids is to assist students understand the lessons and maximise the language learning success as articulated in the following excerpt:

Excerpt 18

[We looked at the clip when Olivia showed a summary of how to write a definition on the screen.]

J: From my observation, you often summarise the key points in the coursebook and put them on a power point.
O: I think it's better to use visual-aids to help students follow and understand the lessons. Otherwise, it will be too abstract. The concept itself is rather complicated already, so if I simply talk and explain without any visual-aids, I doubt that students will really understand. With the colour, arrows, all these things make the abstract concept more accessible. Like for example, I can point them, this is 'term', this is 'class', and these are 'special features'. So students can see different colour representing each component of the formula. I want to facilitate them, help them learn and understand 'how to write a definition'.

(Olivia, English translation, Stimulated recall;10:01.8-11:53.2)

In excerpt 18, Olivia explained her rationale in using the power point slides to help students understand the lessons in her teaching, but she remarked that everything depends on the availability of the equipments in the classroom. She said that she was fortunate in that all of her classes for this semester took place in a well-equipped room so she can design her teaching aids accordingly. For some teachers like Maggie and Angela who taught BEOC, it was unfortunate that the classroom do not have computers for teachers; consequently, they have to rely on the use of visualizer and whiteboard. Further discussion on other external factors, which affect the way in which teachers conduct their classes, will be provided in chapter 6.

5.7 A chapter summary

In this chapter, I have presented my discussion on the complex interrelationship between the Thai EFL teachers' identities and their classroom practice, and from all the data obtained, it can be concluded that both their personal and professional identities shape their pedagogical practices. This means that the Thai EFL teachers enact their identities as they engage in their teaching practice at KCLI. The participants in this study need to engage in the KCLI joint enterprise, align their practice in accordance with the shared repertoire, and they need to see themselves as competent EFL teachers within the TESOL profession and this reflects their imagination. As presented in the chapter, their personal identity plays a key part in the way in which the participants in this study form their beliefs about language teaching and learning which in turn strongly influence their choice of pedagogy and decision-making. Their choice of pedagogy informs not only the methodology they

employed in their teaching but also their use of classroom activities. Their professional identity contributes significantly to the way individual teachers approach teaching in that their ELT knowledge and expertise guides both their choice and pedagogy and their instructional strategies which specify their roles and positioning. Since teaching is not an isolated activity, and practice does not exist in vacuum, this suggests that there are other factors which also play a part in determining the way in which teachers implement their lessons. I will explore these external factors in great details in the next chapter.

Chapter 6

External factors affecting the Thai EFL teachers' identities formation and classroom practice

6.1 Introduction

This chapter addresses other external factors which affect the Thai EFL teachers' identities formation and their teaching. From all the data obtained (see details on data sources in chapter 3), it can be concluded that there are five main contributing factors influencing these EFL teachers' identities formation and their pedagogical practices; i) the imposed higher education (HE) policy, ii) the curriculum and course syllabus, iii) the assessment practice within the institution, iv) students' English proficiency and their learning styles, and v) the changing nature of the ELT field as well as the NS/NNS dichotomies within the TESOL profession. To begin with, I will first describe how the national and institutional policies affect the way in which the Thai EFL teachers enacted their roles as university teachers in section 6.2. Then, I will discuss how the curriculum and course syllabus affect the EFL teachers' classroom practices in section 6.3. Section 6.4 will explore the extent to which KCLI assessment practice affects the participants' choice of pedagogy. In section 6.5, I will explain how students' proficiency and their learning styles influence the way in which the participants of this study approach teaching and conduct their lessons. Section 6.6 will discuss how the changes in the ELT field and the NS/NNS dichotomies within the TESOL profession affect the participants' identities formation which in turn shaped their classroom practices. Finally, a brief summary of the main findings will be provided in section 6.7.

6.2 National HE policies and institutional policies

In this study, I argue that teachers' personal, social and professional identities are the key contributing attributes of the Thai EFL teachers' identities within the TESOL profession, and their professional identities seem to be a dominant attribute which shapes their classroom practices. According to Miller (2009), the negotiation of teachers' professional identities is powerfully influenced by contextual factors outside of the teachers themselves and their pre-service education courses (see explanation on these contextual factors in section 2.8). She explains that teachers' identity resources may be tested against conditions that challenge and conflict with their backgrounds, skills, social memberships, use of language, beliefs, values, knowledge and attitudes,

and negotiating these challenges forms part of the dynamic of professional identity development (Millers, 2009, p.175). Wenger (1998) points out that identity is neither fixed or linear, but always in a state of complex transformation constructed in social contexts. In a similar vien, Hendley, Sturdy, Finchan and Clark (2006) assert that in order to understand how individuals construct their identities while engaging in the actual practice within communities of practice, it is essential to take into account the boarder socio-cultural context in which communities of practice are embedded. They further argue that the cultural richness of this boarder context generates a fluidity and heterogeneity within and beyond communities of practice. Hence, if we aim at gaining a better understanding of the Thai EFL teachers' identities formation processes, and how their identities shape their classroom practices, we need to take into account the social contexts where they construct and enact their identities as EFL teachers.

The participants of this study are the EFL teachers in a Thai public university; hence, they need to comply with both the national HE policies and the institutional policies. In a rapidly developing society like Thailand, educational change has been mandated both nationally and institutionally. One of the most prominent changes in the Thai HE policies was the 1999 National Education Act (NEA) which promulgated that tertiary teachers should adopt student-centred approach and act as facilitators of learning (Akaranithi & Panlay, 2007). In addition to the emphasis on student-centred learning and teaching to help students develop critical thinking and problem-solving abilities and a love of learning, the passage of the 1999 National Education Act proposes to expand the role of teacher as moral parent and information giver (Wallace, 2003). Akaranithi and Panlay (2007) further explain that learner-centeredness is emphasized throughout the education system in Thailand from elementary school to university (ONEC, 1999), and teachers are encouraged to lessen their roles as classroom managers. Teachers and learners are being guided, even forced, to move away from their traditional roles. Consequently, teachers are expected to be facilitators who promote students' own ways of learning, and students are to be encouraged, not told, to be self-directed learners.

To comply with NEA, at the institutional level, KCU, the university where KCLI is attached to, has declared that all students need to develop both their English and

computer competencies in order to be better prepared for their future working lives. Students have to take an English proficiency test both before starting their studies as freshmen and before completing their studies as graduates. Such requirements are intended to encourage students to be well-prepared before they graduate. Nevertheless, these new roles and goals place great pressure on teachers and students used to more traditional teaching and learning arrangements (Akaranithi & Panlay, 2007). In light of this, it implies that KCLI teachers are expected to adopt this mandated student-centred teaching approach and integrate ICT in their classroom practices while they also need to act as moral parent and information giver at the same time. As previously discussed in section 5.3, the participants act as facilitators as their dominant roles in class in order to align their practice with both the Thai HE policies and KCU's policies. Yet, the data obtained show some conflicts and tensions between policy and practice in that teachers faced a dual challenge in fostering the student-centred approach and maintaining the facilitating role throughout the lessons. This can be illustrated in the following excerpt:

Excerpt 1

> W: I would prefer to be a facilitator. If you would like it to be something that children really learn, especially for language, they have to make use of it. So, an instructor should be the facilitator [...] and should help when they need help. But actually in reality, students cannot. I cannot say that they cannot think because they can think. But they cannot master the situations because they have never been familiar with this style of teaching. Sometimes when I ask questions like Yes/No questions, they spent a long, long time to think about the answers! [...]
>
> (Wendy, English original, Int.1: 10:18.0-13:55.4)

The above excerpt shows Wendy's preference to act as a facilitator in class, and she clearly stated that teacher's facilitating role will truly help students master the language. Yet, maintaining the facilitating role can be a real challenge for the teacher because students were not cooperative. It can be implied from the excerpt that students tend to be passive in their learning in that they are not responsive to teachers and this even makes it more problematic to let students take charge of their own learning. This short excerpt also portrays the reality of Thai students who are more accustomed to the traditional teacher-centred teaching approach. Akaranithi and Panlay (2007) explain that traditionally in Thailand, teachers have acted as managers in the classroom. In the conventional teaching styles, students would sit quietly in front of teachers and respond dutifully to what teachers say and do, and such learners' roles have long been established and accepted. Moreover, learners have tended to see

teachers as the controllers of their learning, as if it is their teachers only who can decide what they can and can't do. This might explain why fostering the student-centred approach can be a challenge for both teachers and students. The following excerpt will illustrate such conflicts and tensions:

Excerpt 2

> J: You said you stepped back and act as a facilitator, and let students construct knowledge. Can you tell me more about this?
> P: Well!, I don't strictly follow constructivism, it's more of a blended approach. It depends on students' level too. [...] I don't give them a total freedom because I sometimes feel the need to control classes. So, I would say I still act as a Thai teacher, and not all the students are happy with the change [...].
> (Pam, English translation, Int.1: 20:11.2-22:25.3)

Of all the participants, Pam was the teacher who had made a drastic change in her teaching approach in that she tried to foster a learner-centred approach and integrate ICT extensively in her teaching. In addition, she invested both time and efforts to select suitable materials and design classroom activities that promote learner autonomy as previously discussed in section 5.2. Generally speaking, Pam's dominant role can be classified as that of a facilitator, but what I found truly illuminating was how she honestly confessed that she still acts as a Thai teacher and this reflects her identities as a Thai teacher who teaches a foreign language (see section 1.4 for details on characteristics of Thai teachers). Her point of view denotes the reality of Thai EFL teachers who have been accustomed to their managing and controlling roles. In excerpt 2, Pam explicitly stated that students are not happy with the change, and this can be implied that they might struggle to study through this unfamiliar teaching style which requires them to be responsible learners and engage in a self-directed learning. This explains why the imposed policy on fostering the learner-centred approach creates tensions and conflicts for both teachers and students.

To a certain extent, it might be too optimistic to expect that Thai students can quickly adjust their learning styles to accommodate the learner-centred approach when they study at a tertiary level because the majority of them have formerly studied through the traditional teacher-centred approach despite the fact that learner-centeredness is emphasized throughout the education system (ONEC, 1999). Nevertheless, there was a real discrepancy between policy and practice in that leaner-centeredness has not been well established in the secondary schools system throughout the country. It was

evident in excerpt 6.1 and 6.2 that students are not familiar with this teaching approach. I think it might be helpful to explain that the teaching instructions at KCU for other subjects tend to be very much a lecture-based type with a large class size, and this further complicates the Thai EFL teachers' attempt to conduct their English class based on the students-centred approach alone. The following excerpt will depict teacher's opinions towards these two distinct approaches.

Excerpt 3

> W: It's easier to do the teacher-centred. You see because you don't have to do anything you just provide them whatever you prepare, and you have all the power to control class. But with the teaching student as a centre, the students will learn a lot. But we have to be patient. [...] Normally, I spend about 2-3 weeks letting them struggle by themselves to reach the answers, to master their English skills [...] but afterwards I cannot keep up with the syllabus so I have to go as fast as possible through the syllabus. Don't forget that students can simply sit and pay attention to lectures when they study other subjects, so they tend to do the same when they came to the English class. [...]
>
> (Wendy, English original, Int.1: 17:12.6-18:44.1)

In reference to excerpt 3, Wendy pointed out the ease in following the traditional teacher-centred approach as it has long been a common teaching practice. The excerpt also suggests that if teachers want to maintain their authoritative and managing roles, the teacher-centred approach is the one to adopt. This suggests that teachers' pedagogical choices depend very much on their personal principles, beliefs and values about language teaching and learning, and this resonates with Richards and Lokhart (1994)'s argument proposing that teaching is such a highly individual and complex activity. In this respect, I argue that teachers' personal and professional identities play a significant part in not only informing their decisions on how to go about teaching but also influencing their beliefs about language teaching and learning which in turn shape their classroom practices as previously discussed in section 5.2. One interesting fact which can be drawn from the above excerpt was the great amount of time it would take student to participate and respond to teachers. Nevertheless, teachers did not have the luxury of time to wait for students to adjust to the learner-centred approach as they were obliged to cover the content as prescribed in the syllabus, and this point will be discussed in length in section 6.3.

It is essential to state here is that there is a risk in making an assumption that senior or experienced Thai EFL teachers are likely to feel more comfortable teaching in the

conventional, lecture-based style, and following the teacher-centred approach as it is not always the case. From all the data obtained, it became apparent that both Wendy and Pam, who have over 25 years teaching experience, chose to adopt the student-centred approach in their teaching because they see the benefits of the approach. Thus, the government policies aiming to foster learner autonomy through the student-centred approach are in line with their own views towards the teaching approach. It can be concluded from the research evidence that the mandated KCLI policy which has created tensions, conflicts and resistance among the staff was the integration of ICT in teaching, partly because of its sudden introduction and implementation.

The most radical change in KCLI teaching and policies that caused much dispute and conflicts among its teaching staff was dated back to early 2005 when the former KCLI director and committee board proposed to the university that KCLI would offer a new Foundation English course. This new English course entitled 'Experiential English' would design based on a constructivism theory and would integrate ICT as a key part of the teaching instructions to comply with the government initiatives which aim to promote learner autonomy, and this subject would help KCU students master both English and computer skills as stated in the university proposal. The university approved KCLI proposal and allocated a budget of nearly £1million pounds to set up many fully equipped computer rooms to support the implementation of self-directed learning for this new English subject which would serve over 4,000 freshmen. As a consequence, KCLI teachers who were assigned to teach the new subject 'Experiential English I and Experiential English II' were forced to foster self-directed learning and integrate ICT in their teaching against their own wills. This is because individual teachers hold quite radically different views towards the integration of ICT as presented in the following excerpts:

Excerpt 4

> P: Well, this new teaching style makes me feel as if I were a new teacher again. Teaching becomes interesting and lively again. I simply use everything, songs, movies, pictures, news, [...]
> J: Why do you think other experienced teachers like you refuse to use computer?
> P: They are not willing to learn. [...] Those who are not that senior don't believe in the integration of ICT. They don't think that it will work, or they might believe in the traditional approach which promotes accuracy. [...] Now our current executive doesn't promote ICT that much. The university doesn't give budget for equipments maintenance, so now there're a lot more technical problems. [...] this affects the teaching and learning process [...].
>
> (Pam, English translation, Int.1: 52:27.2-54:48.7)

Excerpt 5

> O: I used to teach Experiential English, but I believe it's important that we use it correctly. Well, I don't really want to say this, but I feel that it hasn't been used appropriately here. [...] If ICT is used appropriately, it will definitely promote learner autonomy.
> J: Are you suggesting the failure of that subject was the poor linkage between principle and practice?
> O: In a way, yes. It was poorly introduced and implemented. The class size was too big, there were too many students in each section, but insufficient computers. Well, it wasn't suitable or practical. It needs to be better managed.
> (Olivia, English translation, Int.1: 49:35.4-53:07.9)

From excerpt 4 and 5, it was obvious that Pam and Olivia share similar views towards the use of ICT in their teaching in that they see the benefits of ICT in promoting students learning and facilitating the teaching process. Interestingly, Pam pointed out that not all the teachers welcomed the change because they do not believe in the integration in classroom, and the fact that some senior teachers were not willing to learn computer skills causes tensions when they were assigned to teach Experiential English. This is because Experiential English course took place in a classroom equipped with computers. Consequently, Experiential English teachers had no other alternatives but integrate ICT in their teaching. Whilst Pam saw the innovation as an opportunity to explore a new territory, others might treat it as a hindrance. It seems that many KCLI teachers believe the class hours should be spent on formal instruction and students can use ICT at their own disposal, and this explains why many teachers resisted the policies enforcing them to use computers in their classroom practice.

Olivia implicitly suggests that the implementation of ICT at KCLI was a failure as it was poorly introduced, implemented and managed as expressed in excerpt 5. It is essential to state that KCLI policies change according to the Director and committee board as articulated by Pam in excerpt 4, and this further complicates the situation. At the time when the fieldwork was conducted, there were a number of changes in the Experiential English course since its first implementation in the academic year 2005 and ICT has lost its significant status. From my on-going talks with Pam, I was informed that by the academic year 2010, KCLI would return all the computer equipments to the university and this would have a negative impact to KCLI teachers like Pam who integrates ICT extensively in their classroom practices. Pam told me that she was very worried and concerned when she knew that computers would not be

available in classrooms. This does not suggest that Pam has become highly dependent upon computers, but it was the fact that the way she integrated ICT in her teaching brings about a satisfactory outcomes for both Pam herself and her students. Pam plans to adapt her teaching by using her own laptop and connect it with the visualizer which is available in all classrooms, and she will have to deal with the constraints that come with teaching in a typical classroom setting. Pam's envisioning how to change classroom practice when KCLI changes its teaching policies denotes her imagination as belonging, and this can be regarded as another crucial stage of Pam's identities formation in maintaining her status as legitimate KCLI members. Yet, it is sensible to conclude that Pam's worries and frustration is a good illustration of how the changes in KCLI teaching policy can add extra tensions to teachers who are greatly affected by the top-down mandated policy.

Holland (2001) asserts that we do not develop our identities as teachers in isolation. Ever changing histories, cultural and historical events, create and continue to create space for particular identities and shape how teachers navigate their everyday practice. In this respect, the changes in KCLI teaching and learning policies have an impact on the way teachers conduct their lesson as previously discussed, and this in turn affects both their identities formation and classroom practices. This reflects the importance of the broader context which inextricably influences the EFL teachers' identities formation and their engagement in practice at KCLI. As previously stated, there are a number of other factors which affect the Thai EFL teachers' enactment of their teaching roles, so I will now explain the influence of the curriculum and syllabus next.

6.3 Curriculum and course syllabus

According to Richards (2001), a syllabus is a specification of the content of a course of instruction and lists of what will be taught and tested. In my view, a course syllabus is an important course documents which guides the teaching and learning process. Course documents as a source of information that direct student learning as they may define the learning objectives, the expected learning outcomes and learning activities (Anthony, 2010). For this research, I conducted my classroom observation in the following KCLI compulsory subjects: 1) Activating English Skills, an ESP course for 3rd year Education students; 2) BEOC, an ESP course for 2nd year Accountancy and Economics students; 3) Communication for Science and

Technology, an ESP course for 3rd year Science students; 4) EAP (science) for 2nd years Science students; 5) English for Economics, an EAP course for 3rd Economics student; and 6) Experiential English I, a foundation English course for all freshmen as summarised in the following table:

Table 6.1: Lists of KCLI compulsory subjects being observed

Subjects	Participants taught the subjects
Activating English skills	Pam
Business English Oral Communication (BEOC)	Angela, Maggie
Communication for Science and Technology	Olivia
English for Academic Purposes (Science)	Olivia, Susan, Wendy
English for Economics	Angela
Experiential English I	Pam, Susan

Before the commencement of the semester, teachers will be given the course syllabus which contains all the key information about the course. In a general practice, the course syllabus will be distributed to students on the first day of the course, and teachers usually spend some time explaining the course requirements to students. Other agreements and negotiations between teachers and students usually take place on the first day. To provide a glimpse of KCLI course syllabus, I will present a brief version of the Experiential English I course syllabus as follows:

Excerpt 6

Course Syllabus

Course Title: Experiential English I
Semester: First semester
Status: Required
Degree: Undergraduate, first year
Course description: Practice the four language skills (listening, speaking, reading and writing) for everyday communication and use them acquire information from different kinds of sources through various forms of media. Compare, analyze and synthesize the acquired data to broaden existing knowledge and present the end-product in oral and/or written form.
Course objective:

By the end of the course, students should be able to do the following:

1. Communicate effectively in daily life using the four language skills (listening, speaking, reading and writing); and

2. Collect information from various kinds of sources and compare, analyze and synthesize the acquired information to broaden existing knowledge, and present important issues in oral and/or written form.

Course Contents:

Students will be exposed to English through the use of integrated syllabus focusing on language skills, language system (vocabulary, pronunciation, and syntax), and language functions. They will also develop language skills in searching for information on the Internet. Autonomous learning through the use of various kinds of media will be promoted so that students will be motivated to actively participate in the learning process and develop independent learning and the

potential to analyze, synthesize and assess the acquired information.

Class Management/Instruction

- Brainstorming and discussion 20%
- Lecture 20%
- Information search on the Internet and from other sources/media 10%
- In-class and out-of-class assignments 10%
- Individual project 10%
- Group project 20%

Evaluation

The final grade students receive for the course will be based on their performance in the following assessment tasks which will be weighted as follows:

1. Summative Assessment
   2. Mid-term examination 35%
      Final examination 35%
3. Formative Assessment
   Group project 10%
   Individual project 10%
   Classwork/homework 5%
   Class attendance 5%

(See Appendix 21 for a complete syllabus)

This brief KCLI course syllabus shows how the syllabus confines the teaching and learning process in that teachers are obliged to cover all the contents and topics as prescribed by the course syllabus. In addition, the classroom management and instruction as stated in the syllabus implicitly informs teachers' roles and their instruction strategies. This to a certain extent suggests that teachers do not have a total freedom to teach the way they want, or in other words, they might need to adopt the instructional strategies which are not in line with their beliefs in order to keep up with the syllabus. One might argue that teachers do have freedom to choose their pedagogy as long as they cover the required course content; nevertheless, in reality the majority of teachers might simply follow the guidelines because of its practicality. From the data obtained, it was evident that the EFL teachers' classroom practices were dominantly influenced by the course syllabus because they were required to cover the lessons and follow the classroom instruction guidelines as prescribed by the course syllabus. The participants also expressed that they need to ensure that they can keep up with the syllabus so their students will not fall behind the schedule when compare with other students studying in different sections and this issue in excerpt 7.

I think it might be helpful to explain that there are usually 25-30 students with mixed abilities in each section for KCLI compulsory subjects. The extent to which the course syllabus affects the teaching and learning process will be illustrated in the following two excerpts.

Excerpt 7

> J: What are the things that you take into consideration in your teaching?
> W: Well, **we as a teacher need to make sure that we fulfil all the subject requirements.** Other things will depend on students' proficiency, the nature of the subject, and the content. [...] **because you do thing in mass. You see, all the students study the same book, the same syllabus, if some other sections finish it, you have to be worried about your section.** It's not your own class [...]
>
> (Wendy, original in English, Int.1:18:05.5-19:40.8)

Excerpt 8:

> S: Because of time constraints, I can't do everything I want to do in class. There're many external factors. Sometimes I need to catch up with the lesson, and students are expected to learn many things in limited time. Well, for Experiential English, I love to do various activities. For example, I'd want my students to perform a role-play for half an hour, speaks to their partners for 10 minutes, and search for information from the Internet for 20 minutes, etc. But in reality, I can't do that as I need to cover the syllabus [...] For EAP Science, I should have given them more time to practice. I'm aware that it takes time to read and write well because there's no short cut. However, because of the limited time, I allowed them to think for only a few minutes. Then I had to give them the answer key. I needed to catch up with the lessons. [...]
>
> (Susan, English translation, Int.2; 15:07.3-17:31.1)

Excerpt 8 portrays the way in which the course syllabus confines the teaching and learning process. As explained in section 5.2, Susan strongly believes that students will learn best when they engage in meaningful activities, so she likes to use different classroom activities to promote learning. Nevertheless, the nature of the subject for example EAP (Science) does not allow her to teach the way she would like to do so (see Appendix 14 for EAP (Science) course syllabus). Susan clearly stated that there are many other factors affecting the teaching and learning processes. These external factors include other teachers' responsibilities such as materials writing, administrative work, KCLI staff development plans enforcing junior teachers to attend INSET weekly, so all these extra work besides their normal teaching loads does have an adverse effect on their teaching preparation and their actual classroom practice. Teachers are expected to act as a facilitator as stated in the policy, yet they are obliged to cover the syllabus. Due to space limitation, the discussions in this part of the chapter will only touch on the influence of the syllabus on the teaching and learning process.

As previously discussed in section 6.2, the 1999 NEA also proposes to expand the role of teacher as moral parent and information giver. In light of this, KCLI has encouraged teachers to include moral aspects in their teaching. Even though the participants in this study teach English, they are still a Thai. Hence, they need to adhere to Thai morality and values, and when applicable they are expected to include morality in their teaching. The next excerpt will depict how KCLI provides opportunities for teachers to integrate morality as it is clearly stated in the English for Economics course syllabus.

Excerpt 9

Course Syllabus

Course title: English for Economics
[...]
Desirable qualifications of KCU graduates: class activities are aimed at achieving graduates' intellect and academic knowledge. The subject's content has been selected for students to practice reading texts or articles on economics and learn more technical terms in the field. Some units are about the issue of ethics in business and economics. Also, instructors can talk about morality during teaching and learning of each unit.

(See Appendix 23 for a complete syllabus)

It is clearly stated in the above excerpt taken from the English for Economics course syllabus that teachers can talk about morality while teaching each unit. This shows KCLI awareness of the importance of morality so it is one of teachers' responsibilities to promote high morality among KCU students. Generally speaking, when writing or preparing supplementary materials to be used in classes, KCLI teachers are encouraged to choose interesting topics that can lead to discussions on moral issues considered important for Thai students.

Regardless of the subjects, it becomes apparent that teachers need to plan their lessons and conduct their classes based on what is specified in the syllabus as illustrated in the next two excerpts:

Excerpt 10

[we looked at the clip when students were writing on the board]
J: Can you tell me a bit more on this? Why did you get them to write on the board?
M: Well, I think it's better to get students involved. I know that we as a teacher shouldn't tell them what to do, but I still assign them to some work. It's like we manage their learning in order to accomplish what we are supposed to cover in the course syllabus. But I try to balance the responsibilities. Students need to be responsible for their own learning process. [...] I want my students contribute to the whole class, so that everyone can benefit from their friends' knowledge.

(Maggie, English translation, Stimulated recalls, 2:18.1-2:48.5)

Excerpt 11

> "No matter what we want to do, but in reality we as teachers may be too concerned about the completion of the lessons, so we may not be able to do as expected. For my own classes, I would like my students to perceive themselves that they can be good at English. [...]I try to encourage them to show up and speak, but I sometimes cannot do everything to help them interact more. For each class I need to make sure that I can cover such and such topics as stated in the course syllabus. [...] and for the students, they simply want to get good grades or pass the course [...]"
>
> (Maggie, original in English, Teachers'reflection notes)

The above excerpts denote a classic dilemma that many EFL teachers often face when teaching in any formal institution. On one hand, Maggie wanted to do more in classroom to provide students with opportunities to practice their speaking skills, but she was under pressures to cover the topic and course content as prescribed by the syllabus. Students on the other hand are more concerned about obtaining good grades or passing the course as articulated in excerpt 10, and this even further complicates the situation. Moreover, these EFL teachers also pointed out that there are a number of external factors influencing their teaching, and the research evidence suggests that KCLI assessment practice is one of the key influential facets which have an adverse affect on the way teachers implement their lessons. Hence, I will move on to discuss the impact of KCLI assessment practice on the teaching and learning process next.

6.4 The impact of KCLI assessment practice

As an English teacher, our teaching goal is to help students master the language, improve their English skills, and use language as a tool to enhance their knowledge and serve their learning purposes. Yet, we cannot deny the fact that when teaching in any formal institution, students will be formally assessed by the criteria set by the institutions. Referring back to excerpt 6, it clearly suggests that students' final grade depends primarily on their performance on the mid-term and final exams which constitute 70% of the total score, whilst other forms of summative assessment contributes only 30%. Whilst KCU aims at promoting collaborative learning, the assessment itself is predominantly contingent upon individuals' performance in the exams. This can be implied that besides helping students improve their English skills and fulfil the course objectives, EFL teachers are inevitably obliged to help them fully

prepare for the exams or other forms of assessment as stated in the course syllabus. In essence, testing and assessment affects the teaching and learning process. According to Hughes (2003), the effect of testing on teaching and learning is known as washback, and can be harmful or beneficial. He further explains that if a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities. From the data obtained, it was evident that the assessment practice at KCLI had a strong influence on the way in which the participants planed their lessons and actually conducted their classes. This can be illustrated in the following excerpts:

Excerpt 12

> W: When I first became an instructor, I believed that grade didn't matter. Whatever doesn't matter so long as students learnt something. But after being at KCLI for a while, I realise that if students don't get their grades, they get nothing. [...]everyone faces the same situation. We need to prepare our students to survive the system. I can say that we teach just for the sake of testing. Actually we should put the emphasis on the improvement. If they come from nothing, and they can step up to the point where they can reach, that is the improvement. But still they cannot pass the exam. So we need to make sure that we do our part to help them pass the course [...]
>
> (Wendy, Original in English, Int.1;13:55.4-16:15.0)

Excerpt 13

> J: Why did you spend so much time on vocabulary?
> A: It's just that there were so many complicated words in that unit, [...], and those vocab will be tested in the exam. I think vocabulary is very essential not only for the final exam but also for the oral assessment part. I mean, if they fully understand the key words, they can use those words in any situation. But the main point would be for the oral assessment part, because there are criteria stating that students will get a good mark on the appropriacy of language use. [...] I mean, if they can apply those business vocabulary in their oral presentation, they will get a high mark. [...]
>
> (Angela, English translation, Int.2; 0:55.1-2:30.1)

The above excerpts denote how teachers' decisions on their pedagogy and their actual classroom practices were influenced by the assessment. Teachers are fully aware that students need to pass all their compulsory subjects, otherwise they cannot graduate and obtain their degrees. This shows the significant impact of testing and assessment not only on teaching and learning process but also on students' life. In excerpt 12, Wendy expressed her resentment in having to teach for the sake of testing, and this is such a discouraging reality that most teachers cannot escape. What I found truly illuminating about this excerpt was how the actual engagement in teaching practice at KCLI transforms Wendy's view on students' grades and how it eventually changed her classroom practice to accommodate students' immediate need that is obtaining the desired grades or simply passing the subject. Being an insider, I know that in all

academic meetings, KCLI teachers have never been encouraged to teach for the test. Regarding the assessment agenda, the discussions merely centred around the clarity, fairness, and validity of the formative and summative assessment of the subject. Nevertheless, teachers learn from their experience that they need to make sure that their students do well in the exams. This resonates with Wendy's point stating that *"we need to prepare our students to survive the system"* as articulated in excerpt 12.

In excerpt 13, Angela clearly justified her reasons for spending a great amount of time on vocabulary explanation as she wanted to ensure that her students will perform well in both the final exam and the oral assessment (See appendix 22, BEOC oral assessment criteria). Referring back to excerpt 9 in section 5.3, when Angela explained the vocabulary, she explicitly told her students to pay attention to the vocabulary on page 47 as they might appear in the final exam. To me, this portrays a negative washback of the test in that teaching becomes very exam oriented. Harmer (2007) asserts that when teachers want their students to pass the tests and exams they are going to take, their teaching becomes dominated by the test and, especially, by the items that are in it. He further explains that exam teachers suffering from the washback effect might stick rigidly to exam-format activities. In my own interpretation, using the mock exam as the main teaching resource is a case in point. From my observation, teaching for the test became even more apparent in the last few weeks of the semester.

One might argue that the mid-term exam or final exam at an institutional level is classified as a low stake test; consequently, its impact on the teaching and learning process should be trivial. I wish to argue that institutional exams to a certain extent can have a significant effect on students' future. This is because there is a causal relationship between students' grades or GPA and their future after graduation. If students want to pursue their graduate study, a good GPA is one of the required criteria for admission. Moreover, many prospective employers in Thailand do consider students' academic achievement as part of their recruitment processes. Because Thai EFL teachers are fully aware of all the conditions, they feel responsible for assisting their students to pass the course as illustrated in the following excerpts:

Excerpt 14

J: Does the assessment practice affect your teaching?
P: Very much so, and this is why I sometimes need to control my students and give them some kind of framework to prepare them for exam. All of the students will have to take the same exam, but each teacher has his/her own style of teaching. So, I have to make sure that my students are well-prepared for the exam. [...] For weak students, I sometimes have no choice but giving template or framework for the writing part [...]

(Pam, English translation, Int.1, 55:01.2-55:23.6)

Excerpt 15

[We looked at the clip depicting Susan emphasizing language patterns for argumentative essay writing in the Experiential English.]
J: Can you tell me more about this part?
S: Originally, I planed to teach grammar for this lesson. I mean, I intended to teach Modal Auxiliary on the handout and the grammar focus in the book. But when I saw the mock exam which emphasizes purely on grammar, I changed both my teaching approach and focus for today's lesson.

(Susan, English translation, Stimulated recall; 3:14.2-4:02.5)

Excerpt 16

Course: EAP (Science)
Time: 13.00-14.30

[...]
When students were giving their presentation on the assigned task (exercises taken from page 37 in the EAP (Science) course-book, Wendy pointed to the students' paragraph and said ***"if you write like this, when teachers mark your final exam paper, no points will be deducted".*** [...]

(Wendy, EAP(science), classroom observation 2)

These above three excerpts clearly demonstrate the impact of testing and assessment on the participants' classroom practices. Even Pam, a dedicated teacher who spends endless hours on selecting suitable instructional materials and designing activities to foster student autonomy, has no other alternative but adopts some exam coaching strategies in teaching the last two lessons prior to the final exam to ensure that her students will perform well in the exam as illustrated in excerpt 14. Other participants for example Susan and Wendy face the same situation and ended up spending the class hours on the mock exam as articulated in excerpt 15, or emphasizing the writing patterns which will be tested in the EAP Science final exam as presented in excerpt 16 (See Appendix 15 for Experiential English final exam specification and mock exam).

From all the research evidence presented in this section, we cannot neglect the strong effect of testing and assessment on teaching and learning, and the EFL teachers' dilemma in having to prepare students for the test against their own wills and personal beliefs will never be easily solved. Consequently, individual teachers need to find

their own ways to manage such conflicts and tensions. To complicate this unresolved issue further, it was found that students' English proficiency and their learning styles make it even more problematic for teachers to plan and conduct their lessons, and this will be discussed next.

6.5 Students' proficiency and their learning styles

Although this research aims at gaining a better insight into the interrelationship between the Thai EFL teachers' identities and their classroom practices, the data suggests that teachers do need to take students' proficiency and their learning styles into consideration when planning their lessons, and these two factors also affect the way in which they actually conduct their classes. In fact, it is sensible to argue that students' proficiency, their learning styles as well as their reactions in class informs teachers' interactive decisions. Hence, teachers may need to make some adjustments in their lesson plans to accommodate students' immediate needs arise in classes. The research evidence suggests that there is a causal relationship between students' proficiency level and the teachers' use of language of instruction. This means if students' proficiency is very low, it is rather difficult for teachers to conduct their class exclusively in English. Even though, in theory, EFL teachers should use only the target language as a medium of instruction, the reality portrays quite a different story.

In the research literature, the alternation of L1 and L2 in the classroom and elsewhere is referred to as code-switching, and the nature of code-switching can vary significantly according to context (Forman, 2005, p.25). Ustunel and Seedhouse (2005) affirm that language choice is embedded in the interactional architecture of the language classroom and is inextricably entwined with the evolution of sequence and pedagogical focus. Furthermore, code-switching in L2 classrooms should be seen as one interactional resource among the many used by both teachers and learners to carry out the institutional business of teaching and learning an L2 in a complex, fluid and dynamic interactional environment. In light of this, it becomes evident that these Thai EFL teachers who share the first language with their students face a dual challenge in using only English in classes if students' English proficiency is low. Teachers are under extreme pressures to cover the course content as stated in the syllabus, so in order to carry out the institutional business of language teaching and learning, the combination of complicated content and low proficiency students prompts them to use

L1 in classes. The data also reveal that teachers' instructional strategies are contingent upon students' proficiency. The following excerpt will support my arguments.

Excerpt 17

W: [...] I told them in advance that if you don't understand my English, please raise your hands and say that you don't understand my English or you would like me to repeat it. Just a few days before the mid-term exam, I ask them questions and there was silence. And then one student was brave enough to say that he didn't understand what I asked. This was in EAP (Science) class.
J: So did you rephrase or paraphrase the question again?
W: It's useless you see. Even Ranonda who tends to speak good English all the time, and he makes it quite clear that he couldn't go on with English. He lectured in Thai. I am in between two of my colleagues and both of them speak Thai in class. Only Jim who is a NS who conducts the class in English.

(Wendy, English original, Int.2; 10:18.0-13:55.4)

The above excerpt illuminates Wendy's clear awareness of students' lack and needs. Wendy is students-centred in orientation, yet she sees a power gap between student and teacher. In other words, she recognises how students perceive the power-relations. This particular insight might be a key difference between Thai and NS EFL teachers. In addition, this insight into students' perspective is the key identity feature of Thai teachers of English. It can be also implied from excerpt 17 that Wendy had to use Thai in her EAP (Science) classes because her students could not understand the lessons being conducted exclusively in English. During the interview, I could sense that Wendy subtly defended herself with the use of Thai in teaching EAP course by referring to other KCLI teacher who also used Thai in teaching the same subject. Ranonda, being referred to, is considered as a highly competent teacher whose English proficiently is exceptionally outstanding. In addition, he just recently obtained a PhD in EIL. At KCLI, Ranonda earns a good recognition for his excellent English skills and strong ELT knowledge. The fact that Wendy referred to Ranonda to justify her use of Thai denotes her attempt in identifying herself as a legitimate KCLI member who follows the unwritten rules which many KCLI teachers adopt when dealing with weak students. Yet, there is no document encouraging the use of L1 in class. Wendy's reference to other colleagues who teach the same subject illustrates the joint enterprise and shared repertoire among EAP (Science) teachers. It is understandable that teachers do not publicly admit their code-switching practices. This suggests that teachers want to present themselves in a certain way which is perceived as acceptable and valued within the institution and the profession. Wenger

(1998) argues that how one thinks of herself is conceived of in relation to a particular context, with others who have ideas about themselves. In light of this, I am convinced that by engaging in practice at KCLI, all the participants come to make sense of what it means for them to be the Thai EFL teachers in this particular institution, and how best they can present themselves as part of their belonging to KCLI communities of practice.

What I found highly interesting about Wendy's teaching was how she made an agreement with her students that she would use only English when being observed. Although we are colleagues, she did not tell me explicitly about such agreement. In the first classroom observation, I could notice students' frustration in having to follow the lesson being conducted exclusively in English, so I knew that what I saw was not the usual practice. Students were well-disciplined but the class was rather passive. Towards the end of that particular lesson, Wendy said '*I'm very impressed that you could manage to survive studying the whole lesson without any Thai explanation. See, you have the abilities to do so!*'. Upon hearing these, I knew my speculation was right as what Wendy said truly informs me that she usually uses Thai in class. She then coded-switch to Thai to recap the key points and assign students homework before the class ended. In our reflection talks after the lesson, Wendy told me that she assigned students to work as a group of 4 or 5 and complete the exercise in the course-book. Then, they would have to present their assigned tasks in class for today's lesson. Wendy expressed her satisfaction with students' efforts but she admitted that she would not be able to conduct her lessons exclusively in English as it would take so much of class time to explain difficult concepts. Generally speaking, Science students do not have a strong English background. Since they are grouped according to their major, EAP (science) teachers will have to teach students with mixed abilities in each section and this is in a sense double the challenge. It is essential to clarify here that all KCLI teachers possess good English proficiency, so they can conduct their classes exclusively in English (see explanation on this in section 4.2). Nevertheless, at time they need to use L1 to ensure that students can follow and understand the lessons as expressed in the next excerpt.

Excerpt 18

> O: I use mostly English in my teaching. [...] In general, during the first few weeks of the semester, I speak only English. As the semester progresses, I might make some adjustment based on students' proficiency and their reactions in class. For example, if

they look confused, I might use some Thai to explain difficult concepts or topic to make sure that they understand the lessons. I told my students that I try not to translate because I don't want them to stop trying. I mean, if I always end up translating, they will become dependent on my translation. I tend to be more flexible towards the end of the semester, although I don't really want to use Thai in class [...].

(Olivia, English translation, Int.1; 1:02:33.3 – 1:03:11.4)

The above excerpt describes the reality of teachers' classroom practices in that they need to adjust their instructional strategies based on students' proficiency and reactions in class. This adjustment comes with experience and awareness of what might work best to promote students' language learning. Olivia clearly expressed that as the semester progresses she tended to use some Thai to clarify the lessons and this implies that her use of L1 was solely aimed at enhancing students' understanding. From the data obtained, it reveals that of all the three EAP (Science) teachers, Olivia seems to use the least Thai in class, Wendy ranks second and Susan tends to make the greatest use of Thai in her explanation. Susan explained that the majority of her students did not perform well in their mid-term exam, so she had no other alternatives but using more Thai to ensure that they could master the language skills which would be tested in the final exam. This again reflects the impact of assessment. To sum up, it is logical to conclude that teachers' use of language depends greatly on students' proficiency.

As previously discussed, students' learning styles have a role to play in teachers' choice of pedagogy. Of all the participants, Wendy seemed to be the only teacher who tended to spend most of the class duration on whole-class instruction. This does not suggest that she favours the teacher-centred approach or disregards the values of getting students engaged in meaningful classroom activities. As stated in section 5.2, Wendy strongly believes in students' involvement in the teaching and learning process, and the data from classroom observation show that her classroom practices were in congruent with her beliefs. What I found interesting about Wendy's dominant use of whole-class instruction was the fact that her students in the EAP (Science) class were not enthusiastic in doing pair-work or group-work as presented in the following excerpt:

Excerpt 19

J: You said that in your first few years of teaching, you tried to get students do activities in classrom, but students were not keen on doing the activities, so did you stop trying?

W: I didn't completely stop getting students do some classroom activities,[...] I still include activities if there' are suitable activities that will promote students' learning. But not all of them work [...] For example, there was one activity that each group of students was given a text to read, and after finishing reading the given text, they were supposed to move around and work with other students who read a different text. Everyone in group was supposed to discuss and help one another understand the text, but it turned out that students read silently on their own. [...] They didn't discuss or exchange idea but we wanted them to interact with other students. So, we failed. I mean, I don't see any point in trying to get them learn how to work as a team because it didn't turn out as we expect. They simply sat in group but didn't work as a team. They might not be familiar with the concept of cooperative of learning.

(Wendy, English original, Int.2: 0:03.1-2:28.9)

In the above excerpt, Wendy described her experience in teaching EAP (Science), and the group work activity, which she made a reference to, was prescribed as a compulsory activity for the lesson. Wendy explicitly stated that certain activities end up with failures owing to students' nature. It can be implied that Wendy had to adjust her instructional strategies in accordance with students' preferred styles of learning, and she clearly articulated her stance in the next excerpt:

Excerpt 20

W: It depends on students' nature. If they're willing to respond to me and actually interact with me, it will create one kind of learning environment. [...]If they respond to me in English, but incorrect English, I can correct their mistakes. [...] The main point is students will learn if they're involved in class, they need to engage in the activities, and interact with me and their friends.

(Wendy, English original, Int.1: 10:37.0-13:00.0)

I would like to point out that Wendy used radically different instructional strategies when teaching her own elective course in that the course was taught primarily on student-centred approach with various engaging activities. Owing to the fact that it is an elective course, students were highly motivated; consequently, it created very positive learning environment. This capacity for variation is at the heart of an identities view, that is relational, situated view where there is little fixed, and a capacity of individuals to be very different depending on the context.

Susan, another EAP (Science) teacher also take students' learning styles and nature into account when conducting her lesson as illustrated in the next excerpt:

Excerpt 21

S: Well, the way I teach reflect very much of my personality and the way I learn. I mean, I try to understand what it is like to be in students' shoes and try to accommodate their needs whilst promoting learning at the same time. For example, in the EAP (Science) class, from my own experience I know that science students love formula, so I simplify complex sentence structure into a clear formula for them when it's applicable, and it works. [...]

(Susan, English translation, Int. 2: 12:00.2-15:13.3)

This above excerpt is another example denoting the relationship between students' learning styles and teachers' pedagogy. To sum up, it becomes apparent that students' proficiency and their learning styles inform these EFL teachers' classroom practices as discussed throughout this part of the chapter. I will now move on to the next part.

6.6 Changes in ELT and NS/NSS dichotomies in TESOL

Wenger (1998) asserts that identities are constructed in relation to history, cultural practices and communities, and the broader contexts in which we participate. The participants are EFL teachers whose work lies within the ELT discipline and they also belong to the TESOL profession. This implies that the changes in ELT and the ongoing tensions and conflicts about NS/NSS dichotomies inevitably affect the Thai EFL teachers' identities and how they engage in their classroom practices. According to Jarvis (2005), English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially at least, by the Internet. He further explains that for the first time in history there are more non-native than native users of the language and diversity of context in terms of learners' age, nationality, learning background, and this has become a defining characteristic of ELT today. As a result of the magnitude change, it clearly raises a number of issues for ELT, and necessitates a revision of traditional definitions of what constitutes the English language as well as a move away from the established EFL/ESL classifications and towards a less culturally loaded view of English as a global or international language (EIL). This in turn has implications for language teacher identity.

Taking all these changes into consideration, it appears that the participants are aware that they need to emphasize the notion of EIL and help students improve their language skills so that they can use English as a means for communication globally. This reflects in the choice of instructional materials that portray a greater variety of English spoken by both NS and NNS. To set a parameter for this part of the chapter, I will present my discussions merely around two key areas; the emergence of ICT, considered as an innovation in ELT and the NS/NNS dichotomies in TESOL. As previously addressed briefly in section 6.2, teachers need to integrate ICT in their

teaching since it is considered a beneficial tool enhancing students' learning. Individual teachers may hold different views towards ICT, but the research evidence suggests that all the participants in this study can be classified as proponents of the integration of ICT. Yet, the way in which they actually used ICT varied considerably depending on the subjects they taught, and the availability of the equipments. Susan articulated an interesting point regarding the use of ICT as follows:

Excerpt 22

> J: What do you think is the best way to teach English to Thai students?
> S: [...]I think 'fun' is a centre of everything. It's important that students feel that learning is fun and enjoyable so they will be willing to participate and cooperate in class. The means teachers need to use the right activities in class. Honestly speaking, there are only two reasons for learning. Students learn because either it's enjoyable, or they want to pass the exam. [...] Students these days love all kinds of media, so teachers need to be aware of the new resources which are very up to date and easily accessible. [...] So, it's essential to match our teaching with the current technology. [...] I think we should make use of this technology to help our students learn and improve their English. We can make use of students' familiar tools to promote learning. [...]
> J: So, what are your views towards the ICT?
> S: I think it's good. It can facilitate the teaching and learning process. We can't deny that computer becomes an essential tool. Well, there might be some teachers who are resistant to this idea, but in reality it's approaching us, and it's part of us. So, we need to use it.
>
> (Susan, English translation, Int.1: 22:09.1-25:37.9)

The above excerpt depicts a very positive view on the integration of ICT to promote students' learning. It also shows how individual teacher's beliefs about language teaching and learning inform their instructional practices. Susan does not only enact her identities as an EFL teacher, but also a young teacher who understands students' nature in this digital era. In my full dialogues with her, it was visible that Susan used her own learning trajectory and the actual teaching practice at KCLI to help her learn to be a teacher. In this respect, I will refer to Wenger's (1998) central notions of identity formation which entails three modes of belonging to understand Susan's learning to be an EFL teacher at KCLI, and this is a crucial process in her identity formation. Susan actually engaged in teaching the core KCLI subjects; Experiential English and EAP (Science), and throughout the semester, it can be argued that her teaching acts were mutually negotiated (this might not be visibly apparent as the negotiation processes can take place at the most subtle level). Wenger (1998) proposes that through ongoing negotiation, a joint enterprise develops over time, resulting in a shared repertoire that guides the community and provides the impetus for continued learning. Being a new teacher, Susan needs to envision how she wishes

to change or improve her classroom practice as she gains more experience and expertise and this in essence reflects her imagination as part of belonging. Finally, having to adhere to the global practice of the TESOL community, Susan adopts and follows the current trend in ELT by acknowledging the moves towards EIL, the expansion of World Englishes, English as Lingua Franca (ELF) and integrating ICT in her teaching, and all these are part of her alignment with the profession. This in turn signifies her belonging to both KCLI and TESOL profession as a whole.

The other significant factor which can have an adverse effect on the way in which individual teachers perceive themselves as competent teachers is the NS/NNS dichotomies within TESOL. According to Varghese *et al* (2005), despite questions about the legitimacy of the idealization of the native speaker as the best teacher of English as proposed by Phillipson (1992), or the motives and validity of maintaining the distinction between native English speakers (NES) and nonnative English speakers (NNES) (Canagarajah, 1999; D.Liu, 1999), the two categories do exist in ELT today. In addition, there is little question that the social category of NES still enjoys a power and status that the category NNES does not. For the participants in this study, the difference is power and status which seems to be evident in hiring preferences for NESs (Amin, 1999; Braine, 1999b; Brown, 1998; J. Liu, 1999; Medgyes, 1992) does not affect them. Nevertheless, being a NNES seems to play a role in the individuals' self-identification which is inextricably linked with their personal and professional identity formation. It appears that teachers who have more exposure to English for example Angela who spent 2 years doing her MA in the US, and Olivia who used English extensively in her previous teaching positions before joining KCLI and had just joined the teaching exchange programme at Fresno, the US do not pay much attention to the NS/NNS dichotomies. Teachers with lesser English exposure, on the other hand seem to treat it as a subtle form of shortcoming. The following excerpts will clarify my arguments:

Excerpt 23

J: What are your views towards being a non-native speaker of English? Does it create any pressure or tension?

A: I don't really think much about this issue. It's not really that significant to me. In general most students don't really care whether they have native or non-native speaker teachers. For those who prefer to study with the native speakers, they simply change the section. I mean, it's not a big issue [...] Some students are very fluent, at the level of native-like fluency. [...] But I think if we are well-prepared, there're so many things that they don't know. I mean, we obviously know more than our students.

(Angela, English translation, Int.1: 43:29.6-44:24.9)

Excerpt 24

J: Can you please tell me about your experience at Fresno? Did you feel pressured being a non-native speaker?

O: Not really! I simply acted my usual self so I didn't have any problem in this respect. I must admit that I felt a little apprehensive at first, since I didn't know what students would be like. [...] I always think that we as a teacher know more than our students, so we can teach them. So, it's not about being a native or non-native, it's more about the knowledge we have and how we can impart that knowledge to our students and help them improve their English skills. [...]

(Olivia, English translation, Int.1: 54:20.1-56:52.3)

Excerpt 25

J: In your view what are the advantages and disadvantages of being a NNS?

S: The good point it that I can really understand my students' problems. I mean, I can relate to them by sharing with them that I've also faced similar problems. So, it's unnecessary for them to be discouraged. [...] I often say to my students 'don't be afraid to make mistake' because I'm still making mistakes everyday. [...]I think it makes my students feel better. The other good point is that we're in the same context, so it's easy for me to relate to them. The disadvantage part would be the lack of authenticity in the way we speak English. [...] Even when we talk to foreign staff here, it' still limited to work-related topics. When I joined the English Camp, we had to interact in English for the whole time, so I realised that there're so many things which I don't know. It was such an eye-opening experience for me because I could observe how native speakers actually use English in real situations. This is something which can be considered as a deficit or disadvantage. [...]

(Susan, English translation, Int.2: 18:09.9-19:52.0)

In reference to the above three excerpts, it shows how individuals' language skills, and their knowledge and expertise that comes with experience shape the way in which they construct their identities. It was obvious from the excerpt that Angela regards the NS/NNS dichotomies as trivial because she is confident with her English proficiency and her ELT knowledge to be a good teacher. I am convinced that the extensive exposure to English since she was growing up, her time in the US, and her excellent academic achievements including obtaining a PhD (see section 4.3 for details) are the main contributing factors for her confidence. In a similar vien, even though Olivia has never been educated aboard, her great exposure to English through her previous work helps her become proficient English users and this in turn enhances her confidence professionally. Her time in the US albeit 5 months further reassures her self-identification as a competent EFL teacher in that she was very successful in teaching the advanced ESL courses in Fresno Community College in the US, and this experience helps her construct a strong personal and professional identities within KCLI and TESOL profession. Lave (1996) asserts that crafting identities is a social process, and becoming more knowledgeably skilled is an aspect of participation in

social practice, who you are becoming shapes crucially and fundamentally what you know.

For many EFL teachers, who have never been educated in English speaking countries or have limited exposure to English in that sense that they do not have much opportunity to use English in real contexts, it is not uncommon that they would feel the tensions of being NNS. This does not mean that they feel inferior when compared with NS counterparts, but there are certain levels of insecurities regarding the authenticity of their language use as Susan articulated in excerpt 25. It is vital to state here that NNS teachers are not marginalized in Thailand, but to a certain extent this delicate issue seems to influence the way in which individual teachers construct their identities as Thai EFL teachers as previously discussed. Due to the word limitations, it becomes nearly impossible to thoroughly delineate my discussions on any particular factor affecting the EFL teachers identities formation and their classroom practice, yet this chapter attempts to uncover other external factors influencing the way in which the participants constructed their personal, and professional identities which were closely linked with their classroom practices.

6.6 A chapter summary

In this research, I use identity as a way to help me document, analyse, and understand the Thai EFL teachers' identities formation and their classroom practice. Referring to Holland (2001) view arguing that "we take identity to be a central means by which selves and the sets of actions they organize form and re-form over personal lifetimes and in the histories of social collectives", and Wenger (1998) idea stating that identities are constructed in relation to history, cultural practices and communities, and the broader contexts in which we participate, this chapter explore other external factors which have an impact on the Thai EFL teachers' identities formation and their pedagogical practice. It is found that the imposed higher education (HE) policy, the curriculum and course syllabus, KCLI assessment practice, students' proficiency and their learning style and the changing nature of ELT as well as the NS/NNS dichotomies within TESOL play a significant role in the identity formation process which in turn shapes their classroom practice. It becomes evident that these factors contribute to how the participants in this study comes to make sense of what it means for them to be an EFL teacher, what it means to be a "Thai" teacher, what it means to

be a "traditional" or "reform" EFL teacher, as well as what it means to be a "good" teacher at KCLI. As Holland (2001) suggests, we do not develop our identities as teachers in isolation. Consequently, it is essential to explore other external factors beyond the teachers themselves that influence their enactment of teaching roles and engagement in practice. Through participation in social practice, identity shapes how one participates, and how one participates in social practice shapes identity (Lave & Wenger, 1991; Rogoff, 1997, 1994). I will move on to the last chapter which presents the conclusions and implications of the study.

Chapter 7

Conclusions and Recommendations

7.1 Introduction

This final chapter presents the summary of the key findings drawn from Chapter Four, Five and Six guided by the research questions. It also discusses the implications of the research outcomes as well as the limitations of the study and suggestions for further research. In section 7.2, I will provide the main findings regarding the factors influencing the Thai EFL teachers' identities formation and their classroom practices identified in the previous chapters. Section 7.3 will present the contribution and the implications of the study. Next, section 7.4 will address the limitations of the study. Suggestions for future research will then be described in section 7.5. Finally, the chapter will end with the concluding remarks in section 7.6.

7.2 A study overview and its main findings

This study was set out to explore the complex interrelationship between the Thai EFL teachers' identities and their classroom practices. The study was primarily designed based on a case study approach. Six Thai EFL teachers who work at a prestigious language institute in Bangkok were the main participants of the study. The key research methods include semi-structured interview, classroom observation, field notes, stimulated recall (see full details in 3.6). Using thematic analysis, I managed to document factors which influence the Thai EFL teachers' identity formation and their classroom practices. The major issues corresponding to the four research problems posed at the outset of this dissertation are further summarised below:

7.2.1 In Chapter 4, I examined the factors that influence the Thai EFL teachers' identity formation within the TESOL profession. It was found that the participants' English language learning trajectory and their English proficiency were the two main contributing factors which strongly influence the way in which they constructed their personal identity. Regarding their language learning trajectory, it entails both their formal and informal language learning. Although all of the participants followed the same conventional, compulsory educational system until they completed their undergraduate study in Thailand, there were a number of factors contributing to the individuals' differences in their English learning trajectories. The

participants are of different ages, so their language learning environments vary according to the teaching approaches dominantly employed at the time when they studied English, as well as the availability of teaching and learning resources. The other key influential factor which greatly shaped their language learning trajectory is their English exposure. The findings suggested that the participants' geographical location, the secondary schools and university where they attended played a significant part not only in their English learning trajectory but also the way in which they enhanced their English proficiency. Participants who lived in the capital city and have been educated in top secondary schools and elite universities tend to have a strong English background and this, in turn affected their self-identification as a competent user of English. Possessing an excellent command of English is considered a prerequisite for the teaching position at KCLI. The fact that the participants were accepted to work as English teachers at KCIL clearly indicated that their English proficiency was high.

Regarding the Thai EFL teachers' social identity formation, the reputation of KCLI and the status of Thai university teachers were the two main factors affecting their social identity formation. Because of its various roles and functions, KCLI becomes widely well-recognised and accepted among EFL practitioners in Thailand. In addition, it has earned a good reputation since its inception, and this gives KCLI teachers a unique status within the country. It also becomes evident that the participants' membership of KCLI plays a key part in not only how they perceive themselves but also how others in the society view them. Teachers are highly respected in Thai cultures, and when compared with primary and secondary school teachers, university teachers obviously earn higher social status and gain better recognition within the country. This serves as a dominant factor influencing their social identity construction.

Factors which affected the Thai EFL teachers' professional identity include their qualifications, ELT knowledge and expertise, research experience, definition of success in teaching, professional recognition, and involvement in TESOL professions. The findings suggest that participants' educational qualification played a significant role in their self-perception and self-categorisation as someone who has both good English proficiency and strong ELT knowledge to be qualified as an English teacher.

Their educational background links closely to their ELT knowledge and expertise. KCLI recognises the participants' competence, and legitimates their access to practice by assigning them to teach the English courses according to their ELT knowledge and expertise which they obtained from their formal education and working experience. The participants' research experience also contributes significantly to their professional identity formation. Teachers who have extensive research experience are highly valued and accepted and this in turn enhances their strong sense of being professionals. Professional recognition in terms of rewards, academic titles, and other responsibilities also affected the way in which the participants construct their professional identity. It also became evident that teachers' sense of fulfilment and success influenced the way in which they see themselves as a competent EFL teacher at KCLI. These key findings are interconnected and context-specific, and this reflect a complex nature of identity formation.

7.2.2 In Chapter 5, I addressed four main factors that affected the participants' identity formation and their classroom practice. These include their beliefs and decision-making, their roles and positioning, their EFL knowledge and expertise and their instructional strategies. It can be concluded that both their personal and professional identities shape their pedagogical practices. This means that the Thai EFL teachers enact their identities as they engage in their teaching practice at KCLI. The participants in this study need to engage in the KCLI joint enterprise, align their practice in accordance with the shared repertoire, and they need to see themselves as competent EFL teachers within the TESOL profession. The findings suggest that the participants' personal identity plays a pivotal roles in the way in which these teachers form their beliefs about language teaching and learning, and this in turn strongly influence their pedagogical choice and decision-making. In fact, research evidence suggests that teachers' beliefs serve as the background to much of the teachers' decision-making and this guides their action or whatever they choose to do both in and outside classrooms. Their pedagogy informs not only the teaching methodology they employed but also their use of classroom activities. Their professional identity contributes significantly to the way the individual teachers approach teaching in that their ELT knowledge and expertise guides both their choice and pedagogy and their instructional strategies denote their roles and positioning within the classrooms, institutions and the TESOL profession.

7.3.2 In Chapter 6, I discussed other external factors which affect the Thai EFL teachers' identities formation and their classroom practices. I specifically argued that if we aim at gaining a better insights into the Thai EFL teachers' identities formation process, and how their identities shape, and are shaped by their classroom practices, it is essential that we need to take into accounts the social contexts in which these teachers construct and enact their identities as EFL teachers. It can be concluded that there are five main contributing factors influencing these EFL teachers' identities formation and their pedagogical practices. These include the imposed higher education (HE) policy, the curriculum and course syllabus, the assessment practice within the institution, students' English proficiency and their learning styles, and the changing nature of the ELT field as well as the NS/NNS dichotomies within the TESOL profession. To begin with, the participants are EFL teachers in an elite Thai university; hence, they need to comply with both the national HE policies and the institutional policies. The key essence of the imposed policies was that teachers need to employ the student-centred approach and they are encouraged to promote learner autonomy and collaborative learning. This suggests that teachers are expected to act as facilitators in class. Secondly, it became evident that KCLI curriculum and course syllabus to a certain extent confined the teaching and learning processes in that teachers were obliged to cover the syllabus. Consequently, they had to adapt their instructional strategies to ensure that their students learn what they are supposed to learn as stated in the course syllabus. Other dominant factor which greatly affected the participants' classroom practice is the local assessment practice. Teachers are fully aware that students need to pass the compulsory subjects, and it is their responsibilities to assist their students achieve their exam-oriented goals. Even though this research focuses on the teacher, the data suggest that teachers do need to take students' proficiency and their learning styles into account when planning their lessons, and implementing the lessons in classes. Lastly, the research evidence suggest that changes in the ELT discipline, and the NS/NNS dichotomies in the TESOL profession inevitably affect the Thai EFL teachers' identity formation and the way in which they engage in their pedagogical practice. I will now address the contribution and the implications of the study next.

7.3 The contribution and implications of the study

In this section, I integrate the findings of my study with the current knowledge in language teachers' identity, and its interrelationship with their pedagogical practices, and discuss the contributions and the implications that this study makes. I will first describe the theoretical contribution in 7.3.1, the practical contribution in 7.3.2, and the implications of the study in 7.3.3.

7.3.1 Contribution to theory

Firstly, the fact that not much has been written about the complex interrelationship between the EFL teachers' identities and their classroom practices, as well as studies utilizing a combination of CoP proposed by Wenger (1998) and Tajfel (1988)'s social theory were made clear by the literature review compiled for this research, and my attempt to locate such literature is considered a key contribution to the knowledge in this area. The literature with regard to language teacher identity was found needed in the ELT field. As discussed in section 1.6, only a number of studies concerned themselves with language teacher identity (e.g. Clarke, 2008; Duff & Uchida, 1997; Kiernan, 2010; Le Ha, 2008; Morgan, 2004, Tsui, 2007; Varghese et al., 2005; etc.), and although the theoretical basis of using CoP in understanding EFL teachers' identity is strong, particularly in studies conducted by Clarke (2008), Varghese (2005) and Tsui (2007), they have not as yet provided a clear explanation on the complex interrelationship between the EFL teachers' identities and their teaching practices. The contribution of this research perhaps is not so much the validation of the use of these two prominent theoretical frameworks, nor is it required to do as it did not directly focus on this, but its contribution is in its emphasis and revival of the need to pay attention to this under-investigated area in ELT, and to highlight the significant of the language teachers' identities in the way in which they shape and are shaped by their classroom practices. As Tsui (2007) points out research on teacher cognition, teacher knowledge, teacher learning, and teacher development has burgeoned in the field of TESOL in the last decades; nevertheless, relatively little attention has been given to understanding the processes of identity formation, the interplay between these processes and the identities constituted as teachers position themselves. In the same vein, Kiernan (2010) clearly states that more research studies investigating how teacher identity is likely to be particularly influential on what goes on in the

classroom seem desirable. Hence, this study addresses the gap in the existing body of literature regarding EFL teachers' identities formation and their influence on pedagogical practices.

Secondly, the utilization of CoP and social theory to the study of EFL teachers' identities is theoretically sound and much needed. With the use of a combination of two key conceptual frameworks; community of practice and social identity theory, this study shows how these two frameworks complement each other in uncovering the complexity of the teacher identity formation processes and how teachers' identities shape, and are shaped by their classroom practices. With the use of CoP in particular, this study clearly illustrates how our identities are enacted and transformed when we engage in the actual practice valued by the community to which we belong. Yet, I must acknowledge the challenges in applying the notion of CoP to understand the Thai EFL teachers' identity formation and their classroom practices since the concept was put forward by Western scholars. Consequently, I need to be aware of the complexity of using the framework to understand the processes of Thai teachers' identities formation by acknowledging the uniqueness of Thai EFL teachers. In light of this, I find it was useful to turn to social identity theory to help me understand the complexity of the social identity formation of the Thai teachers. By reiterating the strengths of each framework, it enabled me to interpret and analyse the data and present the findings considered to be a contribution to the existing knowledge in the field. I strongly believe that future research utilizing a combination of CoP and social theory would benefit the field of SLTE.

In addition to the knowledge contribution, the utilization of CoP and social theory, and research authenticity accredited in section 3.6, I wish to point out that the contributions also arise from the originality of the research design. In reference to Chapter 2, a number of previous studies in language teacher identity (i.e. Clarke, 2008; Kiernan, 2010; Tsui, 2007) used at most two or three data sets in their studies, and as reviewed in the literature, it was found that most of the studies still employed the normal interview method. On the contrary, my study utilized multiple data collection methods which included semi-structured interview, classroom observation, field-notes, stimulated recall, teachers' reflection notes/talks, researcher's diary and document review (see details in 3.6). I strongly believe that the use of other methods

particularly classroom observation, field-notes and stimulated recall yielded highly constructive and valuable findings. Thus, this data collection strategy also constitutes a contribution to knowledge.

There is also a contribution in terms of data analysis as my study reported in this thesis employed a novel approach by the use of the relatively new qualitative analysis software, Nvivo. As the data collected in this study was mainly audio and video based (see 3.6 and Appendix 11), Nvivo, a sophisticated software was a highly appropriate tool for dealing with a large volume of data collected for this study. Nvivo facilitated the management of my video and audio files. Its greatest advantage was the combination of both audio and video with text; the transcription. In essence, the novelty of this approach in relation to doing the transcription is the possibility for first level analysis while transcribing. Finally, this is the first study which explored the interrelationship between the Thai EFL teachers and their classroom practices, so it does not only provide empirical evidence of this important area in the ELT field but also serves as a significant contribution to the existing literature in the area of Thai EFL teachers' identities. I will discuss the practical contribution next.

7.3.2 Contribution to practice

Regarding the practical contribution, the findings will be useful for both pre-service and in-service teachers. This means SLTE will gain benefits from utilizing some of the key findings in the teacher training courses, while HE institutions can use the key concept of CoP to promote in-service teachers' learning which will enhance both their theoretical and practical knowledge and expertise in the ELT field. For SLTE, the insights on language teacher identity formation and the relationship it has for teachers' classroom practices will help course designers, teacher trainers, and programme directors to rethink how the content knowledge of teaching can be infused with an understanding of teacher identity and the influence that teachers' broader contexts have for their classroom practices. Hence, the preconceived notion that "content knowledge about language alone can result in effective classroom practice is clearly a fallacy if we aim to improve the outcomes of language teacher education with regard to teachers' classroom practice" (Cross, 2006, p.8). Following this line of thinking, Tsui (2007) specifically argues that teacher educators and teacher mentors must understand that the processes of identity formation are complex and that

participation plays a central role in those processes so that teachers, especially new teachers, are afforded legitimacy of access to practice and opportunities for developing professional competence and having their competence recognized. In addition, they must also understand that legitimacy of access to participation is often shaped by power relations in communities' social structures, which are inseparable from the broader sociopolitical contexts (Freeman & Johnson, 1998). In light of this, it becomes vital to ensure that both pre-service and in-service teachers are given ample opportunities to legitimate their access to teaching practices. As an illustration, teaching practicum component needs to be integrated into the SLTE degree programmes for pre-service teachers (if it is not the case). In order to promote pre-service teachers' understanding of their own identities, and facilitate the identity formation processes, teacher educators can make use of a variety of teacher narratives of the kind discusses in this study to help in-service teachers to begin visualizing their own potential identities as teachers.

Johnson (2009) maintains that SLTE is about teachers as learner of teaching, understanding the cognitive and social processes that teachers go through as they learn to teach is foundational to informing what we do in SLTE. In this respect, the findings from this study clearly illustrate how in-service teachers, the participants of this study, learn from engaging in the actual practices and belonging to both local and global communities of practice, at a professional level. Hence, this idea can be adopted in other language institutes or universities to promote teacher's learning and understanding of their roles, identities and how they transform their teaching practices within a real professional context. In addition, I believe the adoption of CoP can facilitate teachers do conduct more research studies which is considered as one key criterion for their professional advancement. To make it more concrete, the concept of CoP needs to be introduced, and promoted. In fact, communities of practice exist in all institutions, yet it needs to be properly emphasized to maximize the benefits of the applicability of this framework. One way to do is through conducting a workshop which entails explaining the concept and how it operates within any institutions, as well as discussing case studies or doing tasks that help teachers become more familiar with CoP and view CoP as another promising channel to enhance their ELT knowledge and expertise. Examples presented in this study can serve as good input for such workshop. I strongly believe that by belonging to the communities of

practice, it will help teachers develop both their professional knowledge and their identities as competent EFL teachers.

According to Johnson (2009), teachers who work in isolation often resort to familiar methods rather than approaching concerns from a problem-solving perspective in attempting to meet the diverse instructional needs of today's students. In the same vein, Mann (2002) suggests that teachers need a space in which to articulate their current thinking on personal teaching and research issues. He purposes that a different sort of talk, not the official meetings driven by agenda, should be set up in any institution. This will be a way of allowing the individual a chance of constructing a view of experience and knowledge within the support of a group. In light of this, this study illustrates the way in which communities of practice can be promoted and implemented within the institution to serve such purposes. CoP will provide a venue where teachers can learn from one another and this in turn will enhance their professional knowledge, expertise, confidence and fulfilment.

Finally, the current findings also contributed to language education policy at both institutional and national levels. Johnson (2009) assert that "ministries of education, national educational policy makers, and other legislative bodies continue to set educational policies that impose western methods without taking into account the local constraints that will ultimately affect the extent to which teachers are willing and/or able to implement curricular innovations" (p.114). This study shows how the mandated Thai HE policies which enforce teachers to adopt the student-centred approach and integrate ICT innovations in their teaching posed some challenges, tensions and conflicts for both Thai teachers and students who are more familiar with the traditional teacher-centred approach. In order to optimize teaching and learning success as the ultimate aim of these policies, more attention needs to be given to the uniqueness of Thais when trying to implement such policies, and this is where the findings can be most useful. I will address the study implications next.

7.3.3 Implications of the study

As I have already pointed out at the outset that many scholars i.e. Cross, 2006; Duff & Uchida, Johnson, 1992; Kiernan, 2010; Tsui, 2007, Woods, 1996, Varghese et al, 2005 state the need to explore language teacher identity which is considered as an

emerging subject of interest in research on language teacher education and teacher development. This is because the way in which teachers' enact their teaching roles reflect their whole identity. Richards and Farrell (2005) assert that second and foreign language teaching provides a career for a vast number of teachers worldwide. They further affirm that the vast educational enterprise of English language teaching could not operate effectively without the dedication and effort of such teachers. This reflects the importance of teachers. Cross (2006) affirm that the knowledge base of language teacher education (LTE) have typically centred around arguments of "what" to teach (i.e., content) (Freeman & Johnson, 1998, 2005; Yates & Muchisky, 2003; Torone & Allwright, 2005), given that our focus has been learners rather than teachers, resulting in a dearth of substantive literature that might otherwise represent a base of knowledge that describes ("good") language teaching. However, what language teachers do, in practice, is *not* contingent on selecting the "right" content about how to teach language. Rather, "who language teachers are" – and, by extension then, "what language teaching is"—is grounded within, and emerges from, their contextual social, cultural, and historical circumstances. In light of this, I specifically argue that it is essential to turn our attention to language teachers if we want to enhance the quality of language learning and teaching. The insights into the complex interrelationships between teachers' identities and their teaching practice might be a contribution to the development of teacher-training programmes where an aspect of teacher identity should be more emphasized. In essence, this study does provide significant findings which can be used for both SLTE programmes for pre-service teachers and INSET for in-service teachers as discussed in 7.3.1 and 7.3.2. Having pointed out the contributions to the current knowledge in the field of language teacher identity and implication of this study, I acknowledged some limitations of this research, and this will be discussed in the next section.

7.4 Limitations of the study

This study has examined the complex interrelationship between Thai EFL teachers' identity and their classroom practices in one public university in Thailand. Even though the findings are varied and add to existing knowledge in the field, I recognised that the study has some limitations. To begin with, I planned to conduct my classroom observation at the beginning of the semester, but it was not the case. There are a number of reasons for this. I had made some initial contacts with some

participants prior to leaving the UK, and I arrived at the research setting on the second week of the first semester. Yet, four of my participants stated their preferences to let me observe their classes after the midterm. It would be interesting to see how teachers conducted their classes from the beginning of the semester since I could then observe how the teachers' roles, positioning have developed over time. Regarding the actual classroom observation itself, it would be better to have two video cameras, one captured teachers, and the other camera captured students' behaviours. Although my research focus is on the EFL teachers, students are considered as the other main actors who set the dynamics of the classrooms. In all classroom observation, I usually sat quietly at the back of the classroom, so I could not see all students' behaviours. This is why having another video camera could have been helpful to capture all that was happening in classes. Even though I kept detailed field notes, having another video camera would complement what I might have missed noticing. Nevertheless, the use of video camera needs to be agreed and approved by both teachers and students.

Secondly, in this study I only used the audio-recorder for the stimulated recall. Yet, I find it might be helpful to video-record the sessions. The video can then capture both the selected episodes that were used as stimulus to aid the participants' memory in recalling the thought processes at the time of those behaviours. If I had not carefully chosen the episodes, and written a detailed reflective account after conducting the stimulate recall session, I would have found listening to the audio files alone challenging. I mean, with time, I might have forgotten the salient aspects of the teachers' classroom practice which I wanted to uncover their pedagogical rationales. Despite the fact that the participants in this study have good memory and could clarify their reasons underpinning their teaching even the stimulated recall took place a few days after their classes, it would have been better to schedule the stimulated recall as soon as possible. With the use of teachers' reflection talks, I manage to fill the missing gap; nevertheless, in order to enhance the reliability and validity of this research instruments, a better scheduling strategy is encouraged.

Thirdly, I wish to acknowledge the partial use of NVivo in my research. If I had not encountered some technical problems and had lost my latest version of the NVivo files, I could have made a better use of the software. That is I could have done all the coding in the NVivo and printed out all the snapshot of the diagrams, figures or model

created by the software and included them in my dissertation. I am aware that it is the researcher's responsibility to conduct the analysis; nevertheless, a full use of NVivo probably would have made my analysis more organized and convincing with the extra technology touch. Finally, I find that lack of the Thai EFL male teachers' voices is one of the limitations of the present study. In terms of representation, my participants were all females. Although it is not my intention to make any generalisation of the findings, in my view the integration of male teachers' voices might provide richer, and more distinctive insights into the processes of the Thai EFL teachers' identity formation and its interrelationship with their classroom practices. Since there are quite a number of Thai EFL male teachers, it is essential that their identity formation within the TESOL professional is explored. I also feel that their voices need to be heard and shared within the TESOL community, and this will contribute significantly for development of the SLTE for pre-service teachers, as well as the INSET for in-service teachers. As previously mentioned in section 3.5, I intended to recruit one or two KCLI male teachers, but both of them could not take part in my study. I wish to make it clear that this study is gender-bias free, and in fact I even felt disappointed when my two male participants decided not to participate because of their personal obligations. Nevertheless, I am satisfied with the quality of data which I have obtained from my female participants. Having acknowledged the limitations of this study, I will now provide recommendations for future research.

7.5 Recommendations for future research

There are a few recommendations that can be made for future research studies aiming for investigating language teachers' identity and its interrelationship with their classroom practices. First of all, I feel strongly that research study in this area should involve both genders in order to represent the true populations of EFL teachers in TESOL profession. This means researcher(s) should make their best attempt to recruit both male and female EFL teachers, who have certain characteristics that match with the study objectives, to participate in the study. As previously discussed, a greater understanding of this under researched area will be achieved if both male and female EFL teachers take part in the study. Secondly, future study should consider spending a longer period doing the field work, such as for at least a whole semester, and this will help researcher obtain rich and insightful data. In fact, I would like to suggest employing an ethnographic study, or a longitunidal study over year

since identity formation is a long and on-going process and takes place in situ. Hence, the long period of time will help researcher(s) gain better understanding of the identity-formation processes and its interrelationship with their classroom practice.

Next, future studies could consider involving other stakeholders such as Head of Teaching Divisions or Department, Director of Language Institute or Faculty Deans, to obtain different perspectives from those who set missions and plans that teachers need to follow. I believe the data obtain from these executives will provide different perspectives; the other side of the coin. This will assist researcher(s) to understand how the mandated-policy is being implemented at the institutional level. If possible, students' voices should also be explored to provide a complete picture of the language teaching and learning taking place at any institution.

Finally, I would like to suggest that future research should investigate the identity formation of the pre-service teachers who study in their last year of the SLTE programme, and follow them up for another year of their professional life. Referring to Wenger's view that sees learning as the vehicle for the evolution of practices and the inclusion of newcomers while also (and through the same process) the vehicle for the development and transformation of identities. By doing an ethnographic study, we can then gain a better understanding of new EFL teachers' identities development and transformation. Consequently, the findings obtained from research study investigating will help teachers' trainer design a more beneficial SLTE course for pre-service teachers who will then become competent and knowledgeable teachers after they complete their study and enter the real teaching profession.

7.6 Concluding remarks

This study explored the interrelationship between the Thai EFL teachers' identities and their classroom practices. It has provided several insightful findings which are considered as significant contribution to the existing knowledge within the language teacher education field. I strongly believe that by concentrating on teacher identities, we as language teachers will be able to focus on the individual teachers as well as the social contexts and the institutional frameworks within which he or she finds himself or herself. Beyond the various findings in relation to the factors which contribute to the processes of teachers' identity formation and their classroom practices, I have

learnt that it is essential to become aware of the stance we take, the views and position we hold, since these aspects contribute significantly to the way in which we construct our identities and the way in which we enact our identities when engaging in the actual teaching practice. As Farrel(2007) has pointed out, "our principle of professional development for language teachers is that it can offer "meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching" (p. 121). I wish to end by dissertation by a quote by Patton (2003) which truly reflects how I feel about embarking this study:

"Where the sun shines, there too is shadow. Be illuminated by the light of knowledge no less than by its shadow"

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Appendix 1: Guided interview questions

1. Could you please tell me briefly about your educational background?
2. How did you learn English? What did you do to develop your English proficiency?
3. In your view, what are the factors attributing to success in language learning?
4. What do you think is the best way to teach English to Thai students?
5. In what ways has your philosophy of teaching changed over the years?
6. How do you feel about current your teaching practice? Has it changed over time? If so, how?
7. What are the factors affecting your current teaching practice?
8. How do you define your success in teaching English?
9. What are your areas of expertise in the ELT field?
10. What do you feel about being a teacher at KCLI?
11. How do you perceive the changes taking place at KCLI? Please explain.
12. What are your views towards ICT?
13. To what extent do you integrate ICT in your teaching?
14. Could you please tell me your research interest?
15. Do you attend any of the in-service training courses offered to KCLI instructors? If so, to what extent does it influence your pedagogy practice?
16. How often do you attend the national and international seminars/conferences? What are your views towards participating in those activities? How does it change your classroom practice?
17. To what extent do you involve in TESOL or other professional organisation?
18. Reflecting on your own professional development, how has your approach to teaching changed over time? Have your needs/interests remained the same or changed over the years?

Appendix 2: Reflection on piloting research instruments

1. What did I find out?

Prior to piloting the research strategy, I was highly aware of the complex nature of identity formation in general but I told myself that I would go into the field to explore the context and find out what actually happened in the classroom. I was highly concerned how I could make my research is doable and what I can do to draw valid and reliable data to answer the research questions set out for the study. This makes me revisit the research questions and thinks about them very carefully. I needed to ensure that the sources of data which I planned to use (i.e. semi-structured interview, classroom observation, field notes, teachers' reflection notes) will help me gain a rich, insightful or substantive data. Some of the issues which I thought would be important (i.e. the role of NS/NNS in TESOL field) somehow seem to be trivial. My vague interview questions might be the cause to blame for this, so I need to revise the guided interview questions for the main study.

It was my intention to make the interviews informal but it didn't mean that I had to compromise the essence of what I wanted to find out. From the two interviews which I had conducted, I have learnt how important is it to rephrase the questions and what I can do to respond to the answer to explore the issues further.

For classroom observation, I was surprised to see that my presence in the classroom did not seem to bother students, but I could see that some of the teachers were a little apprehensive about being observed. Some even asked me to comment on their teaching. A more structured classroom observation guidelines will need to be set up before doing the main study.

2. What is the possible focus for my research?

After visiting the field site, I knew that I need to revisit CoP but make it much clearer. There shall be a way to tackle all the problems which I encountered whilst piloting the research strategy. It will be a good idea to revisit the research questions and make some changes. For example, in RQ 1 and RQ 2, is 'factor' the right word to use? How can I find out the answers to explain the very complex process of identity formation?

In order to make this research more doable, I might specify the duration when KCLI started to comply with the government initiatives to promote learner autonomy. The real change took place in June, 2005 when the institute offered two new courses which were taught in a fully-

equipped computer rooms. I can focus on how the teachers reacted to the imposed policy and related that back to their former professional practice, and this might provide some pictures of the teachers' lived experience to a certain extent. I have also learnt that I need to be highly careful in choosing the right word to clarify my ideas since some of them might put myself in a difficult position to justify my claims.

One thing that comes into my mind is that I can also focus on the teacher as a change agent, and investigate the interrelationship of their identity formation to comply with the changes.

3. How do I go about doing this research?

I believe I have a clear rationale for conducting the research, but I need to clarify my focus which will help me find a suitable conceptual framework.

I conducted two interviews.

Teacher 1

She has a BA and an MA in English from Chulalongkorn University, Thailand. She also obtained a master's degree from Manchester University and another master's degree in American studies in the US. She has been teaching English at CULI for over 30 years.

Teacher 2

This teacher was born in the US and had lived there until the age of 9 before moving back to Thailand. She considers herself as a bilingual. She has a B.Sc in Biomedical Sciences and an MA in EIL from Chulalongkorn University. She has been teaching at CULI for two years.

I did 5 classroom observations.

Class 1 (Reading English through fiction)

Class 2,3 (Experiential English II)

Class 4 (Business Correspondence)

Class 5 (Business Writing)

Appendix 3: Classroom observation

Subject _____ **Date**_____

Teacher_____

Classroom observation		Additional comments
A. Teacher talk - speaking time		
1	T spends most of the time speaking in class.	
2	T spends some of the time speaking in class.	
3	T spends little time speaking in class.	
4	T spends almost no time speaking in class	
B. Teacher talk - command of language		
1	T has a strong command of English (accurate and fluent).	
2	T has a fairly strong command of English (some errors/lack of fluency).	
3	T has a limited command of English.	
4	T has a very limited command of English.	
C. Teacher talk - choice of language		
1	T uses L1 most of the time.	
2	T uses L1 some of the time.	
3	T rarely uses L1.	
4	T never uses L1.	
Stages of lesson and parts/whole of activities clearly marked		
D. Teacher talk - giving instructions (directions)		
1	T gives instructions clearly most of the time.	
2	T gives instructions clearly some of the time.	
3	T's instructions are often unclear/confusing.	
4	Behaviour not observed.	
Instructions given clearly, requiring students to do something		
E. Teacher talk - presenting/explaining concepts		
1	T presents concepts clearly most of the time.	
2	T presents concepts some of the time.	
3	T's presentation of concepts is often unclear.	
4	T's presentation of concepts is confusing.	
T speaks clearly, highlighting key terms, using explanations, examples and illustrations as necessary		
F. Teacher talk - checking comprehension		
1	T probes pupils' comprehension frequently.	
2	T sometimes probes pupils' comprehension.	
3	T rarely probes pupils' comprehension.	
4	T does not probe pupils' comprehension.	
Comprehension checks are used, and also probes that go beyond "yes/no" answer		
G. Teacher talk - questioning and prompting		
1	T uses a wide range of questions and prompts.	
2	T uses questions and prompts with some variation.	
3	T uses questions and prompts with little or no variation.	
4	T uses hardly any or no questions and prompts.	
Question forms are varied (long/short answer, higher/lower order questions) and prompt		
H. Teacher talk - eliciting responses		
1	T elicits responses from most of the pupils.	
2	T elicits responses from several pupils.	
3	T elicits responses from few pupils.	
4	T elicits almost no responses from pupils.	
Responses are elicited from a range of students		

Appendix 4: Teacher's reflection notes

Teachers' reflection notes

1. How long did you spend on preparing the lesson?

   a) 0-1 hour b) 1-2 hours c) 2-3 hours d) more than 3 hours

2. What did you plan to do in class? Did you manage to do as planned? Please specify factors affecting how you conducted the lesson.

3. To what extent do you feel satisfied with your teaching practice?

4. What do you plan to do in the next lesson? Will you do things differently? Please clarify.

Many thanks for your kind cooperation.

Appendix 5: A sample of research diary

27 July, 2009

Today is my first day for classroom observation (Pam; 8.00-10.00 am), and it was also the first day for Pam to teach this class after the mid-term exam. Students studied with a different teacher who is now preparing to be retired. Pam looked relaxed, but students were a little apprehensive. I find Pam was such a dedicated teacher since she went to check all the equipment in the room. I followed her as well and was very impressed with her preparation and devotion. I must admit that I felt anxious, not knowing what to focus. I mean I got some ideas which had been developed in the research proposal, but being in the actual classroom was quite a new experience. So, for the first observation I decided to simply observe, and pay attention to what was happening in classroom.

Pam used a good ice-breaking exercise, a good start to get to know students (with the use of flash card) as noted down in the field notes. Time seemed to pass by very quickly and they then moved to a computer room in 511. Towards the end of the lesson, I started to feel more at ease. At first, I was not sure whether my presence in class might affect the teaching and learning processes. But it seemed that both Pam and students simply acknowledged my presence. Her teaching reflects careful preparation (including all the visual aids). She is such a dedicated teacher who devoted all the summer break for teaching preparation for this semester.

Pam's reflection talks after class

She was rather pleased with her 1st class with them and she understood that it was such a big change (teaching methods) compares with the former teacher. Pam noticed that some students did not quite understand what was happening (she used mostly English in class). She said it might take a while for students to adapt to her teaching style.

After observing this class, I've learnt that I need to find a clearer way to present myself and I also need to explain my research briefly. Now, I know what to focus and I will use the classroom observation sheet for my next observation. If possible, I will ask for the materials prior to going to classroom. I have 5 core course-books now, I will have to ask for the BEOC course-book as well. I also need to collect all the course syllabus, and course supplement. I will need to go through the field notes again and see if there is any point I should pay attention to (for Pam's teaching). Pam said to me during the interview that she sees herself as a performer, and classroom is like her stage. Observing her class today really proves her stance. She was a good performer.

Appendix 6: Ethics Form submitted to GSoE

Name: Juthamas Thongsongsee

Proposed research project: The negotiation of Thai teachers' personal and professional identities and practices in EFL classrooms: A case study of a Thai public university

Discussant for the ethics meeting: Dr. Richard Kiely

Outline of the project

This study aims to explore the complex interrelationships between teachers' identities and their professional practice. Drawing on Wenger's (1998) social theory of identity formation as a dual process of identification and negotiation of meanings, this study will examine the lived experiences of Thai university teachers who work in an English as a Foreign Language (EFL) context in their teaching profession. The foci will be on clarifying the processes teachers involve as they deal with their multiple identities, the interplay between reification and negotiation of meanings, and the institutional construction and their personal reconstruction of identities. I am particularly interested in finding out how Thai EFL teachers construct their professional identities during the time when KCU has recently gone through a number of radical changes to comply with the government educational initiative which promotes learner autonomy and collaborative learning in higher education, and how their identities influence their pedagogy in classroom practice.

In addition to the imposed policy, Thai EFL teachers face many challenges due to the changing nature of the ELT field, the rapid growth of World Englishes and English as a lingua franca, and the on-going tensions between native and non-native speakers (NS/NNS) teachers' status in Teaching English to Speakers of Other languages (TESOL) field as mentioned in Duff and Uchida (1997), Pavlenko (2003). Thus, I believe it is worthwhile to investigate how these external factors influence identities formation among Thai EFL university teachers, and how their identities influence the pedagogy in classroom. I also want to examine the effects of teachers' memberships in communities of practice (CoP) on their management of their classroom communities. By focusing on teachers' membership in CoP, I aim to examine the role that identity plays in teaching English as a social activity. I am interested in investigating the ways in which teachers' identities as non-native speakers of English and as members of the TESOL community translate into their classroom practice.

This research aims to investigate how the Thai EFL teachers' identities shape and are shaped by their classroom practice. The aims are articulated as follows:

1. To examine Thai EFL teachers' identities formation in their teaching profession;

2. To document the way in which Thai EFL teachers' identities shape and are shaped by their classroom practice;

3. To examine how Thai EFL teachers' professional identities and practices are negotiated and transformed over time, and identify factors which are associated with those changes.

Ethical issues discussed and decisions taken

- **Researcher access/exit**

Prior to entering the research site (in this case, the university where I worked before taking a study leave), I will send an email to the Deputy Director of Academic Affairs to inform her about my research, how I plan to collect the data from the research participants, and how the data will be used. In the email, I will provide a brief overview of my research, the research aims as well as the duration of data collection in the research site. Once I finish my data collection, I plan to write a letter to Deputy Director of Academic Affairs to report on how I actually conducted my research. I will also send a letter to my research participants to express my appreciation for their time and assistance during the data collection stage. Although my research participants will be Thai EFL teachers, I need to bear in mind that my presence during the classroom observation might have some effect on the teaching and learning process and this might inevitably affect students. Thus, I plan to explain briefly to all the students in the classroom where I will be observed about my research aims and will ask for their approval to video record the lessons. In my last observation, I will also thank all the students for their cooperation.

- **Information given to participants**

I plan to inform my participants of the research aims and the procedures which will be employed to collect the data. I will provide them a short summary of my research which describes the research objectives and how it will be investigated. Further explanation will be given verbally. Participants will be encouraged to ask questions and raise any issue of their concerns throughout the data collection process.

- **Participants right of withdrawal**

It will be clearly stated to all research participants that participation is voluntary and they have their total right to withdraw from the research anytime they wish.

- **Informed consent**

Participants will have an opportunity to discuss privately with the researcher about what is involved in this research before making a commitment. Once they agree to participate, they will be asked to sign a consent form. This form will be duplicated; the participants will keep the original whilst I keep the duplicates. In the consent form, it will be explicitly stated that participants can withdraw from the study at anytime if they wish. Yet, I will try to encourage them to participate to the end of the data collection process.

- **Complaints procedure**

Any issue of complaints will be dealt with extreme care by the researcher. I will consult with my supervisor and the GSoE's ethics co-ordinator to deal with such complaints when arise. In addition, I will act in accordance with KCU's procedures for dealing with complaints and academic misconduct. Careful strategy will be developed in detail as and if the need arises.

- **Safety and well-being of participants/researchers**

This research will be conducted in an institutional setting where the interviews and classroom observation will take place. It is very unlikely that there will be any harm to both participants and the researcher. Nevertheless, the data collection process will require a considerable amount of time on the participants' part. I believe that being involved in this research will provide the participants a good opportunity to reflect on their pedagogy practices and to understand their positioning within the TESOL community as well as the local EFL context at the institutional level. This in turn will enhance their professional

development.

- **Anonymity/confidentiality**

I will assure the research participants of the high level of anonymity and confidentiality in this research. Their names will not be used in the presentation of the data, but pseudonyms will be used instead in all computer documents and texts. Furthermore, the information which they will provide will be treated highly confidential. The interviews as well as the videos will be heard only by the researcher.

- **Data collection**

In this research, data will be collected from multiple sources namely semi-structured interview, structured classroom observation, stimulated recall, field notes, and document review. Participants will be fully informed about how the data will be collected throughout the research process.

- **Data analysis**

Data analysis will be done as described in the research proposal. Throughout the data analysis process, the researcher will consult with the supervisor as well as other experts to enhance the rigour, validity and reliability of the analysis.

- **Data storage**

The data will be stored in a safe cabinet with a secured locked. The researcher will be the only person who has the cabinet key.

- **Data Protection Act**

All of the data obtained in this research will be protected and respected in accordance with the UK Data Protection Act 1998.

- **Feedback**

All of the parties concerned will be invited to give feedback relating to the way in which this research is being conducted. This will be done either formally or informally. When I send out the document describing about my research, I will explicitly state that everyone involved in my research is welcome to give feedback directly to me. I will provide all of my contact details to all of the participants.

- **Responsibilities to colleagues/academic community**

I will ensure that this study will be carried out in accordance with the ethical guidelines of the British Association of Applied Linguistics, and the ethical framework used by the Graduate School of Education (GSoE) at University of Bristol. Since this research will be conducted in a public university in Thailand, I will also follow the Ethical Guidelines of the university. By conducting the research ethically, it reflects my responsibilities to colleagues and the academic community.

- **Reporting of research**

The outcome of this research will be presented in my Ed.D. doctoral thesis. The summary of the findings will be sent to the university where the data will be collected upon request.

Signed: .....(Researcher) **Signed:**.....(Discussant)

Date: .....

Appendix 7: Consent Form

Consent Form

Permission from the Deputy Director of Academic Affairs

I am currently a postgraduate student at the Graduate School of Education at the University of Bristol, UK. I am doing classroom observation as part of my doctoral programme dissertation. I would like to make video and audio recordings of Activating English Skills, Business English Oral Communication, EAP (Science), English for Economics and Experiential English I classes.

I would like to request for your permission to observe the classes for 6 weeks from the 27th of July, 2009 to the 7th September, 2009. I would appreciate if you could sign the form and return it to me as soon as possible. Thank you for your cooperation.

Name: _____

Signature: _____

Date: _____

Consent Form for Interviews

I would like to have a written record of your consent for interviews, so please tick the boxes that apply and sign below.

- ☐ I consent to being recorded during the interview sessions and being used as part of the Doctoral dissertation at the University of Bristol, UK, academic papers or seminars by the researcher.

- ☐ I understand that I am free to withdraw at any time I wish.

Name: _____

Signature: _____

Date: _____

Consent Form for Classroom Observations

I would like to have a written record of your consent for classroom observations, so please tick the boxes that apply and sign below.

- ☐ I consent to being audio or video recorded while teaching and talking about my teaching to the researcher.

- ☐ I consent to the recordings being analysed for research purposes and understand that as far as possible anonymity will be preserved if extracts are included in research publications or reports.

- ☐ I understand that I am free to withdraw at any time I wish.

Name: _____

Signature: _____

Date: _____

Appendix 8 A sample of EAP (Science) lesson

Defining: Writing Definitions

Definitions occur frequently in many types of scientific writing because it is often necessary to define certain operations, substances, objects or machines.

Basically, a definition consists of three components:

(1) the term to be defined.

(2) the general class to which the term belongs, and

(3) the special features(s) of the term to be defined.

There are **two** common ways of writing definitions in English.

Formula 1

Terms to be defined + is + general class word + "wh-word" + special features

Here are some examples:

Term	is	a/an	general class word	"wh-word" + special features
A robot	is	a	machine	which can be programmed to perform specific mechanical functions in the manner of a man.
An expert system	is	an	AI computer program	which is designed to represent human expertise in a particular domain
A jet stream	is	a	narrow wind current	which occurs in the earth's atmosphere above the lower troposphere and flows towards the east at speeds of between 60-125 km/h.
Gunpowder	is	an	explosive	which consists of a mixture of potassium nitrate, sulphur, and charcoal.

Appendix 9: Sample of complete field-notes of Angela's BEOC class

Date	19th August, 2009 (class observation 1)
Setting	Room 702
Time	13.00-16.00
Course	Business English Oral Communication

Events/Phenomena	Reflection
The topic of today's lesson was Unit 6: Advertisement. Class started at 13.10, and there were 17 students in class. After greeting students, Angela started the lesson with the explanation of the differences between British and American pronunciation of the word 'advertisement'. She wrote 'advertisement' with the phonetic symbol on the board as follows: ɪtɪs /taɪz Then, she pronounced the word to show the differences. Some students repeated after her, but she didn't ask the whole class to do so. She tried to illicit examples of advertisements from students. Students were very cooperative, and gave some interesting examples. At 13.19, she asked students to work in a small group. Students form their own group. She gave them 5-10 minutes to choose the advertisement that they like the most and give reasons. While students were working in group, Angela walked around to help student complete the task. Some students asked her questions, and she answered their questions, gave further explanation whenever needed. The classroom atmosphere was very positive, and Angela used only English in class. She was very approachable. She warned students to keep track of their time. At 13.30, Angela asked the first group to present their ideas. While they were giving their presentation, she was very supportive, and gave both verbal and non-verbal feedback. Before moving on to the next part, she asked the whole class whether they have anything to add, or if they wanted to make any comments. At 13.40, she started discussing part B (p.47). She used local TV commercials to get students to think. She also shared her opinions of the US commercials (Burger King and McDonald). Angela gave her comments and asked students to share their opinions. Students eagerly expressed their views. They gave direct	[Angela told me that she likes phonology and she has always been interested in noticing the way people use language in real situations. This becomes visible as she tends to pay attention to pronunciation.] [Students did not ask any questions.] [This reflects her beliefs in the importance of vocabulary knowledge. It is interesting to

comparison. The discussion went on for about 4-5 minutes. At 13.45, she explained the vocabulary on page 47. She always asked whether students understand difficult words, i.e. 'sophisticated', and she went over each word on the list. Angela used local examples to explain difficult words/concepts. She told students that they should pay attention to the vocabulary on this page, as they might appear in the final exam. At 13.55, she assigned students to work in pairs to complete Part C on page 47. She walked around the class and assisted students when needed. She calls her students by their nicknames. Then, she moved on to page 49. Angela pointed out to her students that item F and G might be tested in the final exam. At this stage, she asked students to clarify meaning and they gave the Thai translation. At 14.05, the lesson is moved on to part G. Angela covered everything in the unit. After finishing part G in the textbooks, she told her students that she will move on to the oral assessment. Handouts on the oral assessment guidelines were distributed to all the students, and she also gave me the copy. She explained what they are required to do for the oral assessment. Students seemed to understand what they are expected to do for the next oral assessment. Then, they had to work on their preparation task. From 14.30 onwards, students spent the class hour on their oral assessment preparation task, which was to prepare an advertisement of their own products. Angela told them to work collaboratively. Whilst students were working in group, Angela kept walking around to help each group. She answered their questions, gave them some guidance and suggestions and sometimes gave further explanation to clarify meanings. She spent about 5-10 minutes with each group, and gave them something to think about. Then, she moved to a different group and the same practice applied. She gave positive feedback when listening to students' ideas. After going around the class and talking to every group, Angela drew the whole class attention to listen to the key points which they have to bear in mind whilst giving their presentation. She also told students to contact her to make an appointment to see her if they need further help. At 15.40, Angela wrapped up the lesson with a brief conclusion of the key points being taught in class today. She tells students the time when they need to come to class for their oral assessment. Then, Angela stayed on to deal with students' questions, and concerned. We leaf the room at 15.55. [Note: For the oral assessment task, students will be assessed by a different BEOC teacher who teaches other section.]	observe how she explicitly told her students to pay attention to vocabulary on this page as they appear in the exam. Besides fulfilling the course objectives, Angela also ensures that her students will survive the exam.] [She spoke very clearly with a natural pace throughout the lesson. The fact that she calls her students by their nickname does minimizes the power-relation tensions in a formal classroom setting and it also creates informal and positive classroom atmosphere which enhances students' learning and engagement.] [Angela came to explain to me what she planned to do for the rest of the lesson. She said she would walk around to help students with their preparation. Students were very disciplined and they actively engaged in their preparation task.] [Angela gave both her email and mobile phone number to students. When I asked her about this, she said students are very respectful so they will not call her mobile unless it is urgent or critical.]

Appendix 10: BEOC course objectives

Course Title: Business English Oral Communication (BEOC)

Course Description: Aural-oral skills necessary for communication in specific business contexts including socializing, discussions, sales calls and presentations.

Course Objective:

By the end of course, students should be able to do the following:

- Communicate orally in business situations and participate in business discussions;
- Make presentations on business topics.

Appendix 11: A complete classroom transcript for Maggie's BEOC class.

1:48.8-4:12.2	**[Maggie was walking around the class to distribute the handout.]** M: How many teams are there? Please tell me. After the preparation time, we have the team which will present the products. The rest will be the audience. We take turns and then we can have **[she looked around the room and counted the number of groups]** different teams at different corners. Okay, three more minutes to prepare. **[Whilst students were preparing their presentation, Maggie walked to the group to assign the presentation order for each group]** M: Okay two groups. This means the first team will present first and the second team will present later. After that you just swap, okay?
4:24.4-5:17.4	M: Before we start, let's us check once again 'what we have to cover' **[She placed the handout on the visualizer]** M: Again for this one, the original one, they provide it for you 'the situation' you know. Look at this **[she pointed to specific words on the handout]**, the company, your target, your goal. Think of your buyers. You have your audiences; who they are. And you analyze your audiences and in your presentation, you present your products. Products should have innovative features, excellent sale potential. 'excellent sale potential' it means that it is good for selling here in Thailand and in other countries. We can export the products.
5:17.5-6:22.1	M: In the guidelines, your teams, product name, designs, innovative features, consumers' benefits or something good for the consumers, target markets, who they are, and competing products. Similar to advertisement, you need to know the competitors well, and their claims. They claim that their products are, their products are better in terms of innovation features, and why? It will be..... And when you present, you need to cover all these ideas altogether. **[Maggie put a new content on the OHP.]** And these are the useful language we've learnt: Introducing yourself Structuring the presentation Inviting questions Giving background information Referring to the audience's knowledge Changing the topic Referring to visuals Concluding Ending You have to cover all of these things.
6:22.2-7:06.7	M: Today, we will start the first round for innovation, and after today when you go back home, get more information about products, perhaps three of four products for next time. You can practice as many times as possible. If you're ready, we will separate into teams. We take turns. The first team present, and

	the second team listen, as the audiences. Then, we will swap. You can use different corners. This team takes care of this area. This team uses here, and that team at the back. Shall we? Ready? If yes, please stand up. We enter the Trade Fair. **[She laughed and raised her right hand to indicate that it's time for students to stand up and start describing their products.]**
7:06.7-8:02.8	**[Students were still talking, discussing for another 2-3 minutes. Then they started presenting their products].** M: At the Trade Fair, we usually need to stand because the customers approach us. They walk in, so we have to stand and talk. Don't sit and talk, right? Think of your Trade Fair, we need to stand, talk and explain to customers and try to attract them. **[Students stood up after hearing the warning from Maggie and some even said in Thai that 'the teachers said that we can't sit and talk'] [...]** **NB: Maggie walked around the class to listen to students' presentation and gave feedback whenever applicable.**
21:09.4-22:08.7	**[In the last five minutes of the lesson, Maggie asked everyone to come to the front of the classroom and wrote down their ideas for 'strengths' and 'weaknesses'.]** M: Okay, thank you to both groups for sharing your ideas. [students walked back to their seats.]
22:37.9-23:26.0	M: What about 'price'? Should it be classified as weaknesses rather than strengths? [student erased 'price' from "strengths" list, and many students laugh] M: So many negative points. **[students said something which I couldn't hear]** M: Very creative. Okay, thank you. Try to come up with at least 12. **[There were a lot of discussions among students whilst trying to accomplish the task.] [...]**
22:37.9-23:26.0	**[Maggie drew a line to separate her ideas from those of students written on the board. She used red marker, whilst students used blue and black marker].** Maggies wrote down on the board as follows: <u>Visual aids</u> -papers -books -leaflets, etc. <u>preparation</u> -check content -grammar -delivery
23:26.0-24:00.0	M: Well!, as from your strengths and your weaknesses, right there! You come up with many words; creativity, team work, communication skills. So, you have used the vocab you have learnt from unit 5 and 6. [...]
24:00.0-27:38.7	**[Maggie then went over what students wrote down under 'weakness' on the board].** M: Not much preparation, too much details, nervous, pointless, the word you've learnt pointless. Actually, we have its purpose, pronunciation problems. So, imaginative here. [...] because we don't have the questions. Because you come to class just 'blank' and wait for me. I'm not the one who can imagine or create everything. It's you who have to do that. So, next time it means that you can prepare in terms of content to cover all items expected,

	you can check the grammar, you can write the scripts based on the idea you want. You can practice delivery at home, and record your own voice and play and listen. Next time, you may prepare some kind of box, product and design, posters to show to the audiences, leaflets and other things to help. Because next time, it's the last time. Beside preparation for unit 13 here, we need to cover unit 5, unit 6 altogether to prepare for the final exam. [...] If you go back home, practice, prepare, and you have questions, you can email or telephone if it's before Monday. Any questions for today. [...] Okay, I'll end with this. The explanation about 'Trade Fair', so you know the purpose of visiting the Trade Fair so you can prepare to be a good presenter. She distributed handout to students and said 'thank you for today'. (Maggie, BEOC classroom transcript, second half of the lessons)

Appendix 12: A summary of Susan's common classroom practice

Common things which Susan did in all her classes both Experiential English I and EAP Sciences which I observed can be summarised as follows:

- Creating informal classroom atmosphere i.e., using students' nickname when calling them to answer questions or express opinions or checking class attendance, using friendly and positive verbal and non-verbal language when teaching and interacting with students;
- Using different activities reflecting her views that students will learn better when they engage in fun, enjoyable and meaningful activities [she said for her 'having fun or sanook' is the key for everything.];
- Telling students the duration of time she planned to teach/cover the lessons. [She explained that she recalled when she was a student. It gave her such a nice feeling to know that the lessons would not last forever. In addition, she felt sympathetic towards her EAP Science students for having to learn such difficult concept within a short period of time.]
- Using simple and clear examples whenever she can to make the lesson more accessible for most students. She also tried to use examples that might be of students' interest.]
- Using L1 to make joke or create relaxing classroom atmosphere.
- Using group work or pair-work extensively.

Appendix 13: A complete field-notes of Pam's Experiential English I class

Date	5th August, 2009 (Class observation 3)
Setting	Room 1066
Time	10.00-12.00
Course	Experiential English I

Events/Phenomena	Reflection
The topic of today lesson was Unit 4: Make an Impact [World Pass: Expanding English Fluency, Upper-intermediate]	
At 9.55, Pam arrived at the classroom. She checked all the equipment. Students were a little late for today and Pam explained to me that they might have studied in a different building, so it took some time to move from one class to the other. I was informed that there are 3 students in this section. When the majority of students arrived, after a brief routine greeting, Pam started the lesson.	
At 10.08, Pam announced that "Please do not look at the handout which I gave you". Pam started with a brief introduction to the unit. Pam told students to look at page 45. Pam pointed out the difference between British /American pronunciation of 'advertisement', and wrote down əd'vɜ:.tɪs.mənt/'æd.vɜ˞:.taɪz. mənt British English -- tɪs /American English-- taɪz	[She introduced me to her students as it was my first classroom observation for this section. Students paid respect to me with the 'wai'.]
Some students repeated after her.	
Her students were very cooperative. When she asked questions to introduce the lesson, she patiently waited and gave them time to think. She also used questioning techniques to facilitate them.	[The concept of this unit was rather abstract for students at this age, and this might be the reason why they were less responsive.]
Then, she showed them three video clips. At the end of each clip, Pam asked students question 'what is the message to you?' There was some period of silence. So, Pam tried to illicit students' answers and encourage them to express their ideas. She kept saying "Come on! You can say anything. There's no right or wrong answer".	
A few students expressed their ideas. Pam seemed to be pleased with students' response. After the introductory part of the lesson, Pam explicitly told students to move to the next part by saying "let's move up to the next part. Everyone goes to page 47."	
When Pam asked questions, it was obvious that students were trying to figure out the answers and respond. Some even answered quietly in Thai whilst other more competent students gave the answers in English.	
On the power point slides, Pam displayed each question separately and it was thought-provoking.	

Slide 1:

1. What does the title 'Think outside the box' mean?

2. Paragraph 1 & 2
   - What inspire Lash to think differently form others?
   - What had he been trying to do and got rejected so many times?
   - Did he succeed in doing so? How?
3. Paragraph 3&4
   - What is the mission of the 'adbuster'?
   - What is the major characteristic of their ads?
   - Give some examples of their campaigns.
4. Paragraph 5-7
   - What is the purpose of their act of rebellion?
   - Do the adbusters' actions have any impact on people in the society? Give examples.

She used Thai briefly to help students understand the hidden messages in the text. Then, she said "The man in the text is trying to gain social attention to raise people's awareness on unfair practice in the society".

Pam asked students the meaning of 'irony'. Apparently, most students didn't know the meaning, so she told them to look it up from their desktop dictionary.

[This lesson took place in a computer room. Students sat in a group of 4 or 5 and there were two computers for each group.]

At 10.46, She wrapped up the first part of the lesson and used Thai briefly.

At 10.47, Pam announced "Now close your book. The most boring part, the reading is now over. Let's watch the video clips. I need you to think and tell me what the message is?"

Clip 1: This clip depicts a young boy was screaming in the supermarket because his Dad refused to buy him a big bag of candies. At the end, it's stated that "use condom, when you are not ready to raise up a child". Pam emphasized the key message again by saying "use contraceptive device". All the students laughed and seemed to enjoy watching the first clip.

[I personally think students got the message, but they

Clip 2: It shows three people having dinner in a restaurant. Two men were eating with loud noise, and the woman looked uneasy seemed to be a little embarrassed. At the end of the clip, Pam asked "What is the message?" There was a brief pause of silence, Pam further stated that "This is very direct." Students said something like "don't make too much noise when eating". Eventually, Pam said "Mind your table manners! So be careful"	didn't how to express in English.]
Clip 3: This clip presents two young children sending love messages. Just like the previous two clips, students responded to Pam at the end of the video.	[Pam did not seem to pay attention to the late comers as she was concentrating on teaching her lesson with the use of video clips to get the messages across.]
Clip 4: The video shows a man was answering the mobile phone at the funeral. He spoke every loudly and then there was one squirrel jumped over his face. He fell over to the tomb. Students could figure out the topic of the clip which was "using cell phone"	
Clip 5: The clip depicts a flying elephant and it landed on the ground.	[English translation for the use of Thai--Pam said it took me over two hours to search for the right clips but you simply ruined my good intention within the first hour of the lesson.]
At 10.55, two students left the room. Pam asked them the reason for leaving the room, and one student said we have to go to the airport for the project. At this stage, some students seemed to be distracted and were busy doing something else on their computer. Some students did not pay much attention, so Pam politely said "ครูใช้เวลาสองชั่วโมงในการหาclip แต่นิสิตใช้เวลาไม่ถึง 1 ชั่วโมง ในการทำลายความตั้งใจดีๆของครู". Pam locked all the students' computers. Then, she continued showing the last three video clips.	
Clip 6: The clip was about the toy car operated by a remote control. The car hit the glass door because the guy who controlled the car answered the phone. The message was 'No talking while driving'.	[Students tended to be more cooperative and active once they realised that Pam was not pleased with their naughty behaviours in class.]
Clip 7: This is a silent clip, and the main point was 'Be a fan of dignity'	
Clip 8: This clip shows a girl was cutting her own hair to make it really short. Then, her parents came home with a small boy who is bald. Students said straightaway that 'The boy is suffering from cancer and is undergoing chemotherapy treatment.' Pam was pleased with their engagement.	
After showing 8 short video clips, Pam then continued with a set of commercials. She reminded students that they need to find out what the advertisement was about. "What does this ad try to tell you?"	[All the video clips and commercials were related to the topic of the lessons.]
1st ads--The advertisement features a little boy used both hand to cover his ears to block the noise, and there was a shadow of parents engaged in a heat argument.	
2nd ads--The advertisement depicts a girl was holding a bright yellow ball with her hands whilst her Dad was spraying pesticide to the lawn. Then the girl started licking the ball. The message was 'when using pesticides, be extra careful!'.	

3rd ads--The advertisement depicts fruits with measurement tape Pam skipped advertisement 4. 5th ads--The advertisement features a small creature that looks like a spinal cord. 6th ads-- The advertisement depicts a retard man. The message was 'treat everyone with respect'. Pam skipped advertisement 7. 8th ads-- The advertisement features a whale in the ocean. Students' idea was 'this might be the last whale.' Pam skipped advertisement 9. 10th ads-- The advertisement features a different shape of the same boy. Students said 'does size matter?' and everyone laughed. At 11.12, Pam announced "Now it's time for you to work on the computer" Pam said check ก่อนนะคะ ว่าเครื่องไหนใช้ได้บ้าง (please check that the machine works). There were 29 students so she asked them to form a group of 2-3. Then, she explained the task which students were required to do to reinforce their understanding of the lessons. Pam: "Okay, this is what I'd like you to do? Create two slides of advertisements and email to me . Try to do it as adbuster do." At 11.15, Pam reminded student to choose the words that have an impact on people. After assigning students task, Pam checked the word document (a wrap up slide) on the screen. She also checked class attendance. She let students work by themselves and students were fully engaged in doing the task. At 11. 55, Pam wrapped up the lesson with a set of power point slides. [Note: Pam explained to me that she used power point slides to cover all the key content for the unit.]	[After Pam expressed her disappointment and frustration with students' behaviours and locking their computers, students seemed to be more disciplined. [I find some of the hidden messages were a little abstract for students at this age, considering the fact they are only 17 or 18. I feel that Pam might sense that the activities seem to be dragging and students became less attentive towards the end so she chose to exclude some the advertisement which might not be so relevant or important at this stage of the lesson.] [For this lesson, Pam used Thai for roughly about 15-20% in her teaching.]

Appendix 14: Experiential English I course syllabus

Course Syllabus

1. **Course Code:** 5500 111
2. **Number of Credit:** 3 credits
3. **Course Title:** Experiential English I
4. **Faculty/Department:** KCLI/Academic Affairs Department
5. **Semester:** First semester
6. **Academic Year:** 2009
7. **Name of Instructors:** KCLI Academic Staff
8. **Condition:** None
9. **Status:** Required
10. **Curriculum:** English
11. **Degree:** Undergraduate, first year
12. **Hours/Week:** 3 hours
13. **Course description:** Practice the four language skills (listening, speaking, reading and writing) for everyday communication and use them acquire information from different kinds of sources through various forms of media. Compare, analyze and synthesize the acquired data to broaden existing knowledge and present the end-product in oral and/or written form.
14. **Course Outline:**

14.1 Course objective:

By the end of the course, students should be able to do the following:

1. Communicate effectively in daily life using the four language skills (listening, speaking, reading and writing); and

2. Collect information from various kinds of sources and compare, analyze and synthesize the acquired information to broaden existing knowledge, and present important issues in orals and/or written form.

14.2 Course Contents:

Students will be exposed to English through the use of integrated syllabus focusing on language skills, language system (vocabulary, pronunciation, and syntax), and language functions. They will also develop language skills in searching for information on the Internet. Autonomous learning through the use of various kinds of media will be promoted so that students will be motivated to actively participate in the learning process and develop independent learning and the potential to analyze, synthesize and assess the acquired information.

14.3 Class Management/Instruction

- Brainstorming and discussion 20%
- Lecture 20%
- Information search on the Internet and 10%

from other sources/media

- In-class and out-of-class assignments 10%

- Individual project 10%
- Group project 20%
- Oral presentation 10%

14.4 Instructional Media:

- Course book "World Pass" (Upper-Intermediate) Stempleaki, S., Morgon, J.R., Douglas, N., & Johannsen, K.L. (2006) *World Pass.* Thomson. (Units 1,2,4 and 5)
- Materials supplied by KCLI academic staff (printed and web-based)
- Supplementary multimedia, audio CDs, DVDs, and computer packages

14.5 Evaluation

The final grade students receive for the course will be based on their performance in the following assessment tasks which will be weighted as follows:

1. Summative Assessment

Mid-term examination	35%
Final examination	35%

2. Formative Assessment

Group project	10%
Individual project	10%
Classwork/homework	5%
Class attendance	5%

Examination Dates:

Mid-term examination:	Saturday July 18, 2009
Final examination:	Monday September 21, 2009

Assessment:

The final assessment is norm-referenced. All the raw scores will be converted into T-scores before a final grade in the university's eight-letter-grade system is assigned to each student.

Withdrawal:

The last day to withdraw from this course is Wednesday August 19, 2009

15. Recommended Materials for Further Practice

- SALC materials
- Various Websites suggested in each activity

16. Course Evaluation:

16.1 Teaching-learning Evaluation

Students are required to do a rating questionnaire (*Kaw. saw.* 3) to evaluate the teacher support and their learning during the course. They are also required to reflect on and assess their involvement and active participation as well as give comments and suggestions on how to improve the course.

16.2 Course Revision:

Teachers and students are required to give comments and suggestions regarding learning methods, course description, course contents, learning materials and time allotment so that the course can be revised to meet students needs.

Teaching Schedule: Experiential English I

June-September 2009

Week	Date	Content/Activities	Notes
1	Jun 1-5	-Course orientation -Study skills/Ice-breaking activities	
2	Jun 8-12	-World Pass Unit 1	
3	Jun 15-19	-World Pass Unit 1	
4	Jun 22-26	-World Pass Unit 1 -Submission of External Reading*	
5	Jun 29-Jul 3	-World Pass Unit 2	
6	Jul 6-10	-World Pass Unit 2 -Submission of topic & outline for group project	Jul 7,8 Religious Days Day July9-10 Commencement Ceremony
7	Jul13-17	-World Pass Unit 2	
8	Jul 20-24	Mid-term Examination Week	
9	Jul 20-24	-World Pass Unit 4	
10	Aug 3-7	-World Pass Unit 4 -Start of oral presentation	
11	Aug 10-14	-World Pass Unit 4	Aug 12 HM the Queen's Birthday
12	Aug 17-21	-World Pass Unit 5	Aug 20 Last day of withdrawal
13	Aug 24-28	-World Pass Unit 5	
14	Aug 31-Sep 4	-World Pass Unit 5	
15	Sep 7-11	-Review -Course evaluation	
16	Sep 14-18	Course wrap-up & Evaluation	Sept 20 Last day of class

*Only for students who choose to do External Reading

Appendix 15: EAP (Science) course syllabus

Course Syllabus

1. **Course Code:** 5500 204
2. **Number of Credit:** 3 credits
3. **Course Title:** English for Academic Purposes I (Science)
4. **Faculty/Department:** KCLI, Division of English for Science and Technology
5. **Semester:** First semester
6. **Academic Year:** 2009
7. **Name of Instructors:** KCLI Academic Staff
8. **Condition:** 5500 112 Exp Eng II
9. **Status:** Required
10. **Curriculum:** English
11. **Degree:** Undergraduate, first year
12. **Hours/Week:** 3 hours
13. **Course description:** Practice the four language skills emphasizing reading, writing, discussing, and presenting scientific materials based on selections from texts on a variety of contemporary scientific issues.
14. **Course Outline:**

14.1 Course objective:

By the end of the course, students should be able to do the following:

1. Read texts effectively, identifying the main ideas, scanning for information and details, and making inferences;
2. Read and describe graphs and tables, both verbally and in writing;
3. Discuss information and express and respond to opinions;
4. Research and collate information from several sources and write a brief, organized report;
5. Give a well structured and effective presentation of their own materials; and
6. Make notes, outlines, and summaries.

14.2 Learning contents:

Students are required to read passages and texts on scientific topics, identify main ideas and details, and make inferences. Moreover, they are required to practice describing graphs and tables both verbally and in writing, discuss information and express and respond to opinions, and

make notes, outlines, and summaries. They are also expected to research and collate information from several sources to give a well structured and effective oral

presentation and write a brief, well organized report.

The English for Academic Purposes I (Science) consists of the following components:

14.2.1 Book 1: Reading and Writing skills

Reading

Outlining, Paraphrasing, and Summarizing

Book 2: Specific Language Skills

Defining and Classifying

Reading and Describing Visual Information

Describing a Process

Identifying and Expressing Opinions

14.3 Class Management and Learning method

- Lecture and small group discussion 40%
- Brainstorming and discussion 15%
- Pair/Group work 15%
- Individual work 15%
- Oral presentation 5%
- Information search on the Internet and from other sources/media 10%

14.4 Instructional Media:

- EAP I (Science) Course books 1 and 2
- Supplementary materials, transparency/OHP, pictures, multimedia, videos, computer packages, CD-ROMs
- Additional exercises supplemented by teachers by teachers to suit the needs of students in each class

14.5 Assignment through Network System

14.5.1 Assigning and submitting method

In-class assignment and e-mail

14.5.2 Learning management system

14.6 Evaluation:

The final grade received for the course will be based on the following components which add up to 100%.

14.6.1	Assessment of English proficiency		75%
	Mid-term and final examinations	65%	
	Quizzes	10%	
14.6.2	Assessment of classroom activities		10%
	Participation through aural-oral interaction	5%	
	Classwork	5%	
14.6.3	Assessment of the assigned tasks		15%
	Writing assignments	10%	
	• a summary report	5%	
	• a term paper	5%	
	Oral presentations	5%	

Examination Dates

Mid-term examination	Monday July 20, 2009
Final examination	Tuesday September 22, 2009

Assessment

The assessment of this course is norm-referenced. Each portion of the raw scores will be weighted and the S.D. is calculated before the total is converted into a T-score and a final grade of an eight-letter grade system is awarded.

15. Course Evaluation:

15.1 Teaching-Learning Evaluation

Students are required to complete a questionnaire (kaw.saw. 3) to evaluate the teacher's instruction and their learning during the course. Students are also required to complete a questionnaire to rate the materials they have learned as well as give comments and suggestions on how the course materials should be improved.

15.2 Course revision

15.3 Discussion Promoting Desirable Attributes of KCU Graduates

In-class and outside of class activities lead to the promotion of collaborative work as

well as development of English language skills, especially reading and writing, necessary for studies in the fields of science. Students are also encouraged to become more independent learners through the assignment of group projects and tasks to be completed with the use of the Internet. All the skills acquired can be of great benefit to their present studies, future career, and lifelong learning.

Additional Information

Quizzes (10): There are four quizzes in this course:

Quiz I: Reading

Quiz II: Summarizing

Quiz III: Describing Graphs and Process

Quiz IV: Defining & Classifying and Identifying Opinions

Writing assignments (10%)

Two writing assignments are assigned in this course:

1. A summary report (5%)

Students may work individually or in pairs and may view any visual sources containing scientific topics. Then they need to prepare a summary of not more than one page from what was viewed, summarizing the main points. Students should clearly state exactly what was viewed and when. The teacher will present some guided questions to help students.

2. A term paper (5%)

Students may form groups of 3-5 and select any scientific topic they like to write a term paper. A statement indicating the topic chosen along with an outline are to be submitted. The term paper should consist of five to seven pages with proper references.

Oral presentations (5%)

Students are required to make an oral presentation of the chosen topic of their term paper. The presentation is to be done in groups and should be no longer than fifteen to twenty minutes each. A power point presentation is recommended.

Teaching Schedule: EAP (Science) I

June-September 2009

Week	Date	Content/Activities	Notes
1 2 3	Jun 1-5 Jun 8-12 Jun 15-19	Introduction: Course Syllabus Reading	
4 5 6	Jun 22-26 Jun 29-Jul 3 Jul 6-10	Quiz I: June 24, 25 Writing • Paraphrasing • Outlining • Summarising	Jul 6 Public Holiday July 7 Asarnha Bucha Day July 8 Buddhist Lent Day July 9-10 Commencement Ceremony
7	Jul 13-17	Quiz II: July 15, 16 Review/Supplement Materials	
8	**Jul 20-24**	**Mid-term Exam Week**	
9 10 11	Jul 27-31 Aug 3-7 Aug 10-14	Describing Graphs and Tables Describing a Process	Aug 12 HM the Queen's Birthday
12 13 14	Aug 17-21 Aug 24-28 Aug 31- Sept 4	Quiz III: Aug 19, 20 Defining and Classifying Identifying and Expressing Opinions	Wed Aug 19 Last day of withdrawal
15 16	Sept 7-11 Sept 14-18	Review/Supplementary Materials/Giving ral Presentations Quiz IV: Sept 14, 15 Course wrap-up & Evaluation (Kaw. Saw. 3)	

Appendix 16: Experiential English I Final Exam Specifications

Subject: **Exp Eng I Final Exam Specifications**

Date: Monday, September 21, 2009 (2 hours)

Points: 45

Content: **Vocabulary (Units 4 & 5); Reading (Units 4 & 5)**

Writing (Expressing opinions on the given topic)

Parts	Types of questions	Skills to test
I (10 points)	Seen vocabulary (words in blue) From Units 4 & 5 -Cloze	-Understanding vocabulary in context
II (8 points)	Reading **ONE** unseen passage (Unit 4) -Multiple choice	-Identifying the topic and main ideas/details and conclusion -Recognizing and understanding Vocabulary in context -Inferencing -Recognizing reference
III (7 points)	Reading ONE unseen passage (Unit 5) -Multiple choice	-as in part II
IV (20 points)	Paragraph writing expressing opinions based on the topic and information given. Students are required to state **three** relevant reasons together with supporting details/examples. **TWO** reasons and their supporting details must come from the two different sources provided, and **ONE** reason and its supporting details from their own experience.	Writing a well-organized paragraph (150-200 words) expressing opinions toward the given topic.

Mock Writing Exam

Expressing your opinion

Instructions: Write a paragraph expressing your opinion about **teenagers and brand-name products.** Use the two sources below to write a topic sentence, two reasons and supporting details. Each source must be used to express **only** one reason and related supporting detail(s). Also, add **one** more reason and supporting detail (s) of your own.

Your paragraph must:

- **Be well-organized and logical; and**
- **Be no longer than 200 words.**

Source 1

Mary Williams has been bracing herself for her son reaching his teens. "My son is not yet a teenager but he'll be 13 next year. Just like other teenagers, he wants fancy shoes, surf clothes, and the latest model computer, but I can't afford them.

"It makes me really heart sore because I want him to fit in, but I don't have the money."

Source 2

I am a technical engineer working for a brand-name company that makes products in Thailand. If you knew the mark-up from factory to shop, you would never buy them again. I have also worked in China and I have seen the exact same materials and production process used for non-brand-name products which cost a fraction of those with fancy labels. Consumers who want only brand names are being brainwashed by the advertising industry that is feeding a greedy inefficient system.